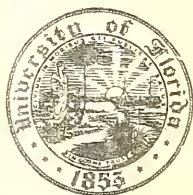







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## **AMERICAN SPEECH FOR FOREIGN STUDENTS**



# AMERICAN SPEECH FOR FOREIGN STUDENTS

*By*

**JOHN W. BLACK**

*Professor of Speech  
The Ohio State University  
Columbus, Ohio*



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## TO THE TEACHER: A POINT OF VIEW

THE foreign student is both an important omen for an improved and friendly world and a challenge to undergraduate teachers and to the graduate and professional schools of the United States. His background may be superior to that of his classmates in the grammars of several languages, in philosophy, and in the arts. His competence in a specialized field of study is hardly a topic for generalization. If this student is from a non-English-speaking country he is usually at a disadvantage in the classroom in the United States and the seriousness of his plight is underestimated. He himself is unaware of the extent of his handicap. If he has studied formal English—perhaps British—for three, six, or eight years and has favorably impressed his teacher he is convinced of his competence in handling American English. He is not prepared, however, for the give and take of the college classroom, nor for the social life of our campus. More escapes him, or is not correctly heard, than he realizes and more of his oral sentences are misunderstood and lead to faulty inferences about him than he suspects. Worse yet if he considers English to be one of his native languages and yet the language that he uses is but remotely related to American English. This is notably the case with some students from India.

The adviser and teacher are surprised when they see the foreign student's examination paper. Analysis may show that the answers based on reading are good; those based on lecture material, poor. A glance at this student's notebook might evoke alarm: no organization, single-word entries, and words misspelled, even ones that were spelled aloud by the teacher.

The teacher of the courses in speech for foreign students is not merely surprised but also nonplussed. Here is a room full of students and a situation that seems to require individual teaching! One frequent recourse draws upon several aspects of speech: (a) the

use of the student's country and culture as assigned topics, (b) extensive use of prepared speeches, and (c) the introduction of the student to a climate for classroom discussion.

The teacher may profit from learning of customs in several foreign countries, but our student is an investment in world understanding and his extra-classroom job is to learn about our country. Let him tell what he finds here, drawing as he may upon analogies from his land. The American scene will be an important content of his speech when he returns home, and the American teacher of speech has the opportunity to correct some misconceptions before they are told "there."

Discussion in the classroom is more a product of our country than of many others. Our student is likely to be at home with drills and recitation in unison, but may need to be led gradually into discussion. A class, however, will be uneven in this regard. Some members must be held in check; others, encouraged to participate.

The oral exercises that are presented here exploit group performance both (a) to accommodate the puzzling circumstances of limited time and a large class, and (b) to bridge from the rigid classroom experiences of many of the students to an atmosphere of discussion.

An emphasis on exercises in listening is deliberate. The student can set his own pace in talking and perhaps make himself understood. As a listener, he must accept the other person's gait. If he barely keeps a conversation going he unwittingly gives a false impression of success. Here is a case in which a little understanding is a bad thing, at least misleading.

How much time is required for learning to speak and hear American English? If the student plans to teach American English at home he should learn to talk almost as an American. This requires study far beyond the approach of this textbook. If he is spending one or two years as an advanced student of engineering or agriculture, let's put him on his own as quickly as possible, the day he passes tests in intelligibility and aural comprehension. This, we will hope, is no more than a quarter or semester after he has begun his last course in English, a course that he might prefer to avoid. Our minimum goals in speech are clear, (a) intelligibility,



and (b) listening comprehension. The residual dialect of pronunciation is another matter. The present program is bent towards the needs of a particular student, an advanced student, yet one who doesn't pass our tests in speech upon enrolling in an American college. Sometimes he does pass, erroneously, and is found by a supervising teacher, an adviser, or a classroom instructor to be deficient in oral communication. By all means, the present materials are not for beginning students of English, and preferably our student is in the United States.

Reference is made in the exercises to phonograph recordings that are prepared by the teacher. Some teachers do not have ready access to the equipment for making and reproducing recordings. The value of recordings, however, is so great in the teaching of oral English that no effort should be spared to provide them for the student. The recordings should be made by different voices. Material for some recordings is suggested in Appendix II; records for Chapter 10 can probably be selected from available recordings of students' speeches from another course. Ideally, a supervised listening room will be provided in which the foreign students can listen to the records individually at convenient times. The current boom in language laboratories should, of course, be exploited when possible.

Many adults, advanced in their study of English, need to learn to speak and comprehend oral American English hurriedly. The exercises that are presented here for University students may be a useful adjunct to the practice that occurs in the daily living of foreign personnel assigned temporarily to the United States and recent immigrants. Here is material for supervised group practice: exercises that increase in complexity from one lesson to the next and that reduce the probability of auditory and articulatory failure. Mass drill is motivating and quickly changes babble into intelligible English. Also, structured listening exercises require definite solutions and do not leave the student unaware of the objective of the assignment.

For the author the 50-minute class period is devoted entirely to oral exercises. These begin with verbatim renditions of the printed exercises. Soon slight changes are introduced into the printed—and presumably practiced—exercises. These changes involve forms of

verbs and order of phrases. Extensive changes are made in *sentences for dictation*, only the length and form of the sentences being retained. The students at their convenience listen to fifty recordings, patterns for which appear in Part II. A group of "words for phonetic practice" is assigned as needed and the student (or students) practice the words in context with a speech clinician or with an American student of voice and diction. The brief expository paragraphs of a chapter are singled out for individual students as needed, quite apart from a week-to-week sequence. Intonation, stress, and rhythm are inherent and all-important aspects of every oral drill and listening exercise.

An assumption is made that the student is experiencing an avalanche of English: in his dormitory or rooming house, in his newspapers, in his school or professional work. The present material draws upon the probabilities of English to reinforce selectively the most frequent aspects of the oral English that he is hearing and should be using.

In summary, the doing of the exercises here, under direction, is intended to lead the foreign student to achieve intelligibility and aural comprehension. He may not be able to discuss speech in the language of rhetoric, linguistics, or phonetics. The accompanying text is in the form of direct discourse, a one-way conversation directed toward the person who holds our interest: the foreign student, advanced in his study of English.

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# **AMERICAN SPEECH FOR FOREIGN STUDENTS**





## **PART I**

### **DISCUSSION AND EXERCISES IN SPEAKING**



# 1

## TO THE STUDENT: YOUR NEW TASK WITH ENGLISH

**THE Logical Problems.** As you are discovering, using a foreign language where it is vernacular is tedious and hard work. It is difficult, indeed, for an adult to learn to use a new language quickly and precisely in conversation. Above all, for the adult to achieve ease or comfort while using the language requires exceptional effort and considerable experience. Many people of other language groups know the English grammar and are able to read the prose accurately, but refuse to try to speak the language. This reluctance stems from the lack of complete correspondence between the printed letters and the sounds of the words in English. As you know, a letter or a combination of letters may have one of several sounds, and a sound, in turn, is spelled with different letters or combinations of letters. There is also the troublesome circumstance that some letters in some words have no sound, are *silent*.

The American language poses additional problems for you who have learned the English grammar and vocabulary as a second language: informal American speech is almost a dialect of the printed page and of formal public address. Although the language that you hear includes the words that you also find in writing, the meanings of the oral words are often adapted to special circumstances; and the context in which the oral word occurs is not one that you might expect in view of your study of the meanings and derivations of the words. These apparently illogical uses of words, together with contrived words that are not included in a dictionary, are called *slang*.

American English is also difficult because the distinction between a *right* way to pronounce a word and *wrong* ways to say it is confusing. We Americans focus our attention upon a few words that we hear frequently in one or another of several pronunciations and deny that a word has only one right pronunciation; we quote from our dictionaries to support us. However, you might point out to us that the fact that our dictionaries indicate the pronunciation of individual words implies that many of us accept a distinction between right and wrong pronunciations. You are right. Also, we know that the American student completely disarms us when he asks, "Which is the *right* way to say this word?" Obviously, Americans do tend to distinguish between *good* or acceptable and *poor* or unacceptable pronunciations of a word. As you have guessed, our denials that we have correct pronunciations mean that we may have two, three, or more equally acceptable pronunciations for a word, and that some of us are (or believe ourselves to be) relatively liberal on the topic of good or acceptable *vs.* poor or unacceptable pronunciations. Of course, there are unacceptable pronunciations. These include ones that are badly distorted and not recognizable or meaningful to listeners. If *to* and *toe* were said alike one of the two would be mispronounced!

Printed English contains many letters that do not represent sounds in speech. Try to develop your own differentiation between (a) silent letters, and (b) different spellings for a sound. Row 1 (below) contains silent letters. Does Row 2?

*Row 1:* psalm, knock, walk, crotchet, gnaw, hour, high, often, knife, dumb, calm.

*Row 2:* cain, rock, road, crew, through, speech, build, physics, between, low, oar.

Do not expect to answer this question hurriedly. It is a deceptively difficult one and may haunt you throughout your study of English.

**The Psychological Problems.** The logical difficulties that attend the free use of a second language can be overcome more rapidly than we believe—this, in the event we agree that you have a problem. First, memory is an important factor; and the venturesome, alert student who is chosen to represent his country abroad or who seeks to continue his specialization in the United States cer-

tainly has an adequate memory. Second, slight differences between the speech sounds of the new language and the closely related ones of the habitual language must be detected. You need to be patient, for two words that are said to differ in sound may seem the same for several weeks. Third, the production of new speech sounds must be mastered and the manner of handling the vocal mechanism in the production of these sounds must be retained, must become habitual. These three steps will possibly be mastered more easily than you expect. The feature that makes the new language more difficult than you anticipated is psychological.

In a new country, the adult becomes aware that his native language is vital to him, that he is identified with it in his thinking, in his evaluations, and in his reading and listening. He depends on it. Without it he is lonesome, devoid of his usual self-respect, is discouraged and melancholy. This unhappy discovery and experience is common among foreigners. Fortunate indeed is the person who enjoys the adventure of bridging the gap to a new language and does so quickly. Let's recognize the symptoms of the psychological block in order that we can face it and overcome it as quickly as possible.

Have you felt resentment toward your new language? Have these questions come to mind? "Why didn't I make a good grade on the examination?" "Why does that person laugh when I say. . . ?" If so, you almost admit to yourself as you ask them, "Although I wanted to come to this country, I don't want to substitute this language for mine. I don't want to be like these people! It's not a matter of *fatherland* or *la patria*; it's only that my way of saying my ideas is as good as, possibly better than, their way. I resent the fact that 'they' are taking away my speech and reducing me to a dumb animal when my language is as good as theirs for telling stories, explaining problems, giving directions, and discussing art!"

**Consequences.** The most important result of the resistance that develops toward a new language is a loss of precious time. The bright student finds that his memory is not serving him as well as usual. Words that he practiced yesterday do not come to mind today. The tongue and lip movements that go with a new speech sound do not become habitual. The victim—not you, we hope—



complains "I can't make that sound," or argues with his classmate, "I'm saying it exactly the way you are. What's wrong?" This foreigner is on the defensive and is frustrated. His mind wanders, and he engages in day-dreaming. He is not the alert, curious student who optimistically anticipated foreign study.

A further consequence of the psychological problems that attend a new language in a strange culture is antisocial behavior. The stranger chooses to walk alone from building to building. He may go downtown to lose himself in crowds. If at night he is willing to reconstruct carefully his language experiences of the day he finds—aside from talking to himself *in his own language*—"Today I have said *thank you* (7 times), *I don't know* (4 times), *number 3 please* (2 times), *excuse me* (6 times), *hello* (5 times), *good morning* (4 times), *good bye* (4 times)," and that he has said almost nothing more in English. These are essential English phrases, but they do not forestall loneliness nor show intellectual or social progress.

**Objectives.** Do you wish to become bilingual? Possibly you will succeed. But how many bilingual people do you know? A bilingual person is as much "at home" with two languages as you are with your native language; he uses two languages equally inconspicuously. At best, most persons who are familiar with two languages use one with ease and the other in a formal, stilted manner. They usually approach bilingualism only in discussions that pertain to their professional interests. Bilingualism is not often a realistic aim for an adult who is learning a second language, and for you to hold to this goal is only to invite frustration and unhappiness.

Your objectives should be realistic; possibly they are: (a) to understand the words of normal American speech as they are spoken and to grasp the thought immediately, (b) to express your thoughts to American listeners with the ease and rate of slow American talkers, and (c) to be comfortable in an American academic society. You should be able to achieve these in one school year. If you can avoid most of the time-consuming psychological problems you can accomplish your objectives in less time, possibly three months.

**Procedure.** 1. If you are distraught, use your old language upon occasion. The satisfaction that results may put you in a frame of

mind to work more effectively on English. Follow this advice *sparingly* and anticipate the day when your psychological problem—and that of your family if a family has accompanied you—is dispelled and you find that oral communication is pleasant irrespective of the language.

2. Listen attentively whenever you have an opportunity to hear American English. (a) Listen to the radio and television, especially to the newscasts and other sustained factual reports. Do not expect to understand them completely for a long time. Listen anyway. (b) Listen to recorded speech. This provides a better exercise than the radio does, for you can replay any group of words that you do not understand. (c) Listen to your instructors as they lecture. (American universities typically require students to attend classes regularly.) (d) Listen from front-row seats to public lecturers who visit your college or university. (e) Listen to the recitations of your new native classmates. Their sentences may seem fragmentary, but these apparently incomplete sentences are adequate in many recitations, and are a part of the American speech that you are trying to learn. (f) Listen in the post office the restaurant, and the corridor. (g) Listen to the cheers and to the announcements that are made over the public address system at athletic contests.

Caution (listening). Inattention develops easily when one is listening to sustained discourse in a new language. A person may lose the main thread of the argument, become merely an observer, and begin to think about other topics. Drowsiness follows, and inattention during subsequent lectures may become the rule, not the exception.

3. Talk whenever you have an opportunity to practice English with an American. (a) Come to your class a few minutes early; take a seat next to someone and ask him a question. (b) If your teacher lingers after class for discussion and if you have time, stop to ask him a question. (c) When your teacher asks a question in class and you suspect that you know the answer, raise your hand. You are inviting an opportunity to talk. (d) In your dormitory or rooming house, talk with your fellow students. (e) Go to your adviser every few days and talk with him for a few minutes (this may require an appointment). (f) Your university may arrange

for foreign students to make speeches in nearby communities. Look for these opportunities to talk, but don't let them intrude on your principal occupation, study. (g) As you come to recognize and know your classmates, talk with them as you walk from one class to another. Inquire about events in the university community as you see them announced in your college paper or on the bulletin board. "Does X University have a good football team"? "Are the plays in the University Theater usually good"? "What is this dance"? (Even though you care nothing about the topics, you are asking timely questions, directing the course of a conversation, and listening to answers.)

Cautions (talking). You will do well to talk *slowly*. This not only permits you to talk more effectively but tends to elicit slow responses from the person with whom you are conversing.

As a rule you will accomplish more through your speeches and for your own speech if you talk briefly, not at length, when you appear before groups. Inquire about the length of speech that is expected and do not exceed this limit. American audiences are polite and usually remain throughout a program. This courtesy does not necessarily reflect interest. You will require more time to say your material in English than you would in your native language; hence, prepare to be brief. Also, in your after-class questions and informal conferences, be brief.

4. Read. In common with other languages, English is redundant. A succeeding word is somewhat predictable after one word has been heard, and successive words are increasingly accurately guessed as more of the words of a sentence are understood. The ability to make these predictions comes from familiarity with the language and is facilitated through wide reading. In particular, you should read easy contemporary materials, for the language of these is closely related to the language of talking. (a) Textbooks are written for ready comprehension. (b) The language of newspapers is quickly grasped. Although you may find that most of your fellow American students ignore the newspaper, you have a special interest in reading it, apart from any interest in international news: you wish to become accustomed to American phrases and to learn to anticipate sequences of English words and phrases. (c) Read jokes

wherever you find them. You may not think that they are funny. Continue to read them, for when you are at home with the humor of a culture, you are far along with its language.

5. Write. You know that English is difficult to write, principally because the spelling is often illogical. The American university makes special demands upon students to write, for example, themes, exercises, term papers, and theses. This writing adds to your familiarity with normal sequences of words; also as you check the spelling of words in a dictionary you have the opportunity to refer quickly to the indicated pronunciations and to say the words aloud.

6. Copy and imitate. Your English sentences are probably incomplete, and uniquely so. The little words are missing, the prepositions and articles. You are certain that as you listen to a recording you hear only two words in "pen 'n ink." As you copy sentences from books you become accustomed to "pen and ink." Then you detect the slighted *n* in the "pen 'n ink" that you are hearing and make the association "*n* is *and*." Imitate the words of the record, at first making the single sound *n* considerably more like *and*, with three sounds, and then slighting it, "pen 'n ink."

## EXERCISES

1. Read the following passages in unison. [Repeat the material as questions addressed to a second person.]
  - a. I received a letter from my brother this morning. My family is well. The weather is good at home. My brother's wife attended this University when she was in the United States.
  - b. I am going to the football game Saturday afternoon. After the game my roommate and I are going to the Union. We are entered in the bowling tournament.
  - c. The restaurant on the other side of the street is better than this one. Many of the students must know that. The other restaurant is always crowded.
  - d. This is Saturday afternoon. The University book store is not open. I shall try to borrow some graph paper.

2. Construct sequences of sentences that follow the pattern of the ones of Exercise 1, for example, "The shoe store on this side of the street is as good as the one on the other side . . ."; basketball game; etc.
3. Read these sentences aloud.
  - a. When Columbus discovered America he called the natives *Indians*.
  - b. If the car has no gasoline we cannot go.\*
  - c. No one knew this afternoon where to go to pay the bill.
  - d. You can get in if you know the combination.
  - e. White paper or yellow, it's all the same.
  - f. Pink is a soft color and would look all right on these walls.
  - g. We'll walk three miles, more or less, if your shoes don't hurt your feet.
  - h. I'll be ready to go whenever you say.
  - i. Warm days in late autumn are called Indian Summer.
  - j. This white paper is not wide enough, I'm sure.
4. Discuss the following cases.
  - a. A professional woman abroad reports, "I knew the English grammar backward and forward before I went to the United States. When I got there I couldn't say a word. I didn't talk for three months. Finally my husband threw my grammar book out of the window and said, 'talk.' I got a mystery story and read it. That was hard. I began to talk English as I pieced together phrases from that mystery and phrases that I was hearing."
  - b. A bride reports, "Terrible; English is terrible! I had studied it in school but I couldn't talk it here. I couldn't meet people, stayed at home, got sick, was in a hospital for six weeks. I'm still shy instead of the lively girl I used to be. I usually think in French or Italian before I speak in English."
  - c. An immigrant who is studying "Speech for International Students" says, "We talk Russian at home but English is

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\*Many sentences provide opportunities for students to draw illustrative pictures on the blackboard. The teacher and an able student may exchange several questions and answers that arise from a picture.



beginning to come in. I had the telephone taken out; I think I'll get another one soon."

5. Your instructor has prepared a recording of sentences. These progress from simple sentences to more involved ones. Listen to the recording, filling out the appropriate answer sheet. Listen again and again to the sentences that are difficult for you to understand.\*
6. A well memorized English selection that you say frequently and learn to say well is an aid in overcoming the psychological barriers to learning the language. The selection need not be long, no more than 100 words. It should have literary merit and contain an idea to which you subscribe. Select such a passage, consult your teacher about its worth, and then memorize it.
7. Write and memorize the words of a song that you hear often, perhaps your college or university song.
8. Sentences for dictation. Say these sentences aloud several times. Your teacher will dictate similar ones for you to write in class.
  - a. Come with me.
  - b. They don't care.
  - c. Heat the water.
9. Conversations that arise from questions.
  - a. Where can I get a hair cut?  
At the barber shop.  
Where is one?  
At the corner of Fifth and Main.  
Is that near here?  
Yes, two blocks to your right.
  - b. Where do they make big trucks like that one?  
In Detroit, I think.  
Is that in Michigan?  
Yes, just north of Toledo, Ohio.  
On Lake Erie, isn't it?  
No, on the Detroit River between Lake Huron and Lake Erie.

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\*Listening exercises are presumed to occur outside of class, possibly during a scheduled laboratory period. See Part II.



- c. Where are the movies?  
The big theatres are downtown.  
How can I find out when the feature starts?  
Telephone the Lakeside. I believe all of the movie houses follow the same schedule.  
What's at the Lakeside now?  
An old mystery; I forget the name.
- d. Where can I buy a dog?  
Any particular kind?  
No, just a mongrel.  
You might try the Humane Society.  
How much does a dog cost there?  
Not much. Only enough to cover the license and vaccination.
- e. What is wrong with the car?  
Nothing.  
The speedometer made a strange noise. Is it broken?  
No, the cable is a little frayed and rubs against the metal casing.  
Is it serious?  
No, it only makes that noise for a few minutes on a cold morning.
- f. All of the houses look alike on this street. Don't they?  
Yes, they were built at one time by the same contractor.  
Is this a subdivision?  
Yes, or a housing project.  
Are houses of this sort less expensive than others?  
Usually. You see each unit costs less when several are built at once.
- g. Who won the game last night?  
What game?  
Wasn't there a basketball game?  
Oh, you mean the one at the high school?  
I don't know where it was played. I read that the championship was at stake.  
I believe that the local high school won.
- h. Are you a bird watcher?  
No, I've never taken up the sport.  
Sport? I hadn't thought of it as a sport.

Probably most people would call it a pastime.

Or a hobby?

Yes, that's it, a hobby.

10. Articulation: practice saying aloud the four groups of one-syllable words that follow. Each group of words of *a*, *b*, and *c*, bounded by semicolons, differs only in the vowels or diphthongs within the group. In *a* the vowel or diphthong is at the outset of the word; in *b*, at the end of the word; and in *c*, between consonants. The words of *d*, bounded by semicolons, differ only in the final consonant. Say the words rapidly in groups of three, as *eat it ate; ate oat at; at ought out*.\*

a. eat, it, ate, oat, at, ought, out.

b. buy, boy, bough, bee; crow, crew, crawl, cry.

c. bib, babe, bob; chief, chafe, chaff (also add *s* to this group of words); dit, date, debt, doubt, dote, dot (also add *s*); fear, fare, for, far, fir, fire; Fran, frown; give, gave; grip, grape, grope, group, gripe; heap, hip, hop, hope, hoop; Jess, juice, Joyce; cave, calve, cove; creel, crawl, cruel; Lil, lull, Lyle; mean, Min, Maine, men, man, moan; near ne'er, nor; prim, prom, prime; reap, rip, rape, rap, rope, ripe; seam, same, Sam, psalm, some; skip, scope; slid, slayed, sled, slurred, slowed, slide, sleighed; smut, smote, smite; spear, spare, spar, spore; steep, step, stop, stoop; Swede, suede; shear, share, shore, shower, sure, shire; teen, tin, ten, ton, tone, tune, tine, town; troth, truth; vain, van, Vaughn, vine; wit, wait, wet, watt; yet, yacht.

d. beach, bead, beef, beak, beam, bean, beat; chore, choke, chose; drawl, drawn, draws; flick, flip, flit; gull, gum, gun, Gus, gut; hole, home, hone, hope, hoes; jibe, jive; Craig,

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\*The instructor will find some words that can be—perhaps “should be”—pronounced as two syllables. For present purposes one-syllable pronunciation is assumed; also, [u] and [iu/iu] are liberally interchanged. Many words have been omitted because they provoke problems and discussions that seem to outweigh the usefulness of further examples. The principal criterion for excluding a word, however, was the rarity of its occurrence in oral and written English. At the same time many rare words are included, simply to increase the number of words in a group that illustrate a difference of one phoneme. Only one spelling is included of two or more words that have the same pronunciation, as *sum* and *some*.

cress; crude, cruel, croon, croup, crews; lube, lewd, Luke, loom, loon, loop, loose, loot, lose; mule, mute, muse; prig, prick, prim, prince; probe, prone, prose; raft, rag, rack, ram, ran, rang, rap, rash, rat, wrath; steed, steal, steam, steep; switch, swim, swing, Swiss, swish; stretch, strep, stress; slob, slog, slop, slosh, slot; slough, slug, sludge, slum, slung, slush; school, scoop, scoot; screwed, scrouge, screws; style, stein, styes; showed, shoal, shone; track, tram, trap, trash; thick, thin, thing; viewed, views.\*

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\*The compiling and ordering of the words of this exercise and similar ones in later chapters and in Appendix III were facilitated by *One-syllable Words*, Henry Moser, John J. Dreher, and Herbert Oyer. Technical Report No. 41, Contract No. AF 19(604)-1577, Columbus: The Ohio State University Research Foundation, 1957.

## 2

### SOME EASY FEATURES OF ENGLISH

**SEVERAL** characteristics of American English contribute to ease in talking and understanding it.

**Dialects.** There are no major dialects of language in American English. The same vocabulary and sentence structure prevail over a 3,000-mile span, east and west, and from the Canadian to the southern border. There are regional differences in the pronunciation of *r*'s and *a*'s but in terms of *language dialects* these variations are almost inconsequential. Whether you complete your study of American English in New England, the South, the Midwest, or the far West, you need not fear that natives of another locality use a grammar and vocabulary that are singular to their region. Only a few words and phrases are regionalisms within continental United States.\*

**Connectives.** The words that show relationship in English are fixed in form. There are only a few conjunctions, principally *and*. This limited number of possibilities facilitates listening. (You are surely finding that talking is easier than listening.)

**Articles.** At least five per cent and possibly as many as 10 per cent of the words you hear in a running sequence of English are the single word, *the*. This, too, facilitates listening. (The word is hard for foreigners to say; practice it in context with an American listener many, many times.)

**Voice.** Americans exhibit all voice qualities, a wide range of highness and lowness of vocal pitch, many gradations of rate of

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\*The languages of Eskimos and of the Hawaiian Islands are obviously not taken into account here.

talking, and wide variability in vocal loudness. Words that allude to undesirable features of voice include *nasal*, *raspy*, *breathy*, *shrill*, *monotone*.

The literal definitions of an English word do not change as a result of a relative level of vocal pitch. (Some subtleties of meaning are conveyed by the vocal inflection that is deliberately given to a phrase.)

Typically the overall inflection or change in pitch during a phrase, a sequence of closely related words or a group of words between distinguishable pauses, is downward. The stressed syllable within a phrase is louder than other syllables; this loudness is accompanied by a rise in pitch.

The sounds conveyed by double consonants in spelling are not given as a matter of course greater duration in talking.

There is considerable freedom in the use of the voice as one speaks the language of Americans. In fact, "poor" oral readers among native Americans tend to be more alike in their reading than do "good" oral readers in saying the same material.

**Word and Sentence Order.** Usually a modifier precedes the noun in an English sentence, but you will hear the reverse order often. This latitude in the ordering of words is heartening to the foreign student who is advancing his handling of English among Americans. Soon, some dominant patterns of sentence structure will emerge. You will recognize examples of these common patterns in your listening drills. Repeat the sentences that you hear; also, make new ones that follow the same form. Eventually your ideas will emerge in English sentences. You will no longer be translating as you talk or as you listen.

Typically the English sentence progresses from the subject to the verb and then to the objects of the verb, as "The local faculty gave a little party for the foreign students."

**Exemplification.** You scarcely need to seek examples of English speech: they are thrust at you from all sides. You are immersed in the language you wish to learn. Your teachers' lectures are examples of good American speech. Since there is a wide variety of

“good American speech” and since you have several teachers, you experience daily a range of good American speech.

The radio and television are household articles in the United States and several programs are usually available. Someone is *talking* on one program or another. As a student of language you are interested in his speech. Movies abound, and ones that are shown under the sponsorship of your university have been selected because they have more than ordinary merit. Movies provide good experience in listening to dialogue that resembles normal speech. Be careful to sample these programs—radio, television, and motion pictures—widely before you generalize about the features of the “American program.”

American students and teachers will accept you readily and converse with you with the same informality that they use in their homes. They may correct your pronunciations, help you choose the next word, and explain the difference between the word you said and the one you should have said. Many of us who have an interest in oral language find it advantageous to accept this kind of correction and to make a written note of the error and the correction. Thus, every friend is potentially a teacher of American English. Are you psychologically in the mood to accept his well-meant instruction?

**Sounds.** None of the distinctive sounds of American speech is necessarily trilled, guttural, or glottal.

There is variety in the ways some vowels are spoken. *News* as spoken by many people includes a diphthong, by others, only a vowel. Unstressed vowels are typically slighted, not said distinctly. This leads some people—often ones who are trying to learn American English—to refer to the “lazy articulation” of the Americans. This “fault,” however, works to your advantage as you try to speak English naturally; you do not *always* have to differentiate among the vowels with the same degree of precision that some languages require. Vowels may or may not be initiated with a glottal catch and few listeners are aware of its presence or absence.

**The Library.** Of course, you will visit the library often, partly to prepare regular assignments. Apart from your required use of the library, there, if anywhere, you will find the newspapers and



journals from your country. You will also find the light fiction and popular magazines of the United States, illustrations of American humor, and a variety of contemporary English writing.

**Hearing.** You have already learned an important international pattern of behavior: people talk loudly to foreigners. This may annoy you, being treated as though your failure to understand is a matter of poor hearing. Whether or not you find shouted speech disturbing, the fact is that the talker through his loud utterance is more than ordinarily intelligible, a circumstance that works much to your advantage as a listener.

**Development of Ideas.** In English, as in other languages, speakers tend to repeat sentence forms, even key words, in successive sentences. This rhetorical device helps you both as a listener and a speaker.

**Caution.** A danger that arises from accepting everyone as your teacher is that you may confuse the formal and informal languages—both English, of course. The new speaker of English should use a higher proportion of formal language and less slang than he hears from American students. Many of his classmates, reared in informality, cannot distinguish between the formal language—the one you learned in your English classes and hear now in lectures—and slang. Unless you try to avoid slang you are likely to use it inappropriately, as in formal conferences or public address. An old adage “When in Rome do as the Romans do” bears a slight addition, “When in the United States talk as the American students do in the classroom, not as they talk in the dormitory.”

## EXERCISES

### 1. Read and Expand.

Yesterday morning I received a letter from my brother. Usually I answer letters promptly. This time, however, I couldn't reply at once because I was too busy studying. My assignments in geometry, . . . , and . . . , were particularly long.

### 2. Prepare to recite in English ten axioms and hypotheses that you learned in the early stages of geometry. Have in mind

the drawing that accompanies each. If necessary you can get some help from Exercise 6, Chapter 3. (As your answers overlap those of other students you can recite in unison.)

3. Sentences for reading aloud, paraphrasing, and copying.

- a. If Mary will wash the dishes I will dry them. (If Jim will carry out the rugs I will shake them.)
- b. When the doorbell rings please call me. (If you hear the doorbell please let me know.)
- c. When classes are said to last an hour, they usually last fifty minutes.
- d. Young men seldom wear hats even in cold weather; they go bareheaded.

4. Sentences with a phonetic emphasis.

- a. *Halls, hands, hats, and huts* begin with the letter *h* and the sound .....
- b. *Whole* begins with the same sound as *hole*, namely, .....
- c. *His, her, high, and him* also begin with the letter *h* and the sound .....
- d. Some words end with the letter *h*, for example *high*, but no word ends with the sound .....
- e. The Greek letter *kappa* is pronounced *K* in English and usually has the sound ..... as in *kick*.

5. Keep a list of non-technical words that you are hearing for the first time and give this list to your teacher frequently. He will try to include the more common ones in classroom exercises or in the records for practice in listening. (Either of E. L. Thorndike's major word-lists will help you separate common non-technical words from rare ones: *A Teacher's Word Book of the 20,000 Words Most Frequently Used in Children's Literature*, and Thorndike and Lorge, *The Teacher's Word Book of 30,000 Words*.)

6. Sentences with troublesome words and structures.

- a. Tuesday, the day after tomorrow, is a holiday. (*The day after tomorrow* is said faster than the rest of the sentence.)
- b. Which weapon was theirs? (Can you say *w?* *wh?*?)
- c. The closing hour of the clothing stores is six o'clock. (Distinguish between *closing* and *clothing*.)

- d. Thousands of ceramic products are made from clay and cement. (*Thousands* and *ceramic* do not begin with the same sound.)
  - e. Perhaps we shall break the lock with a rock. (*Lock* and *rock* must be differentiated.)
  - f. Did you see the new wool suits and dresses? (*Wool* and *dresses* have no sound in common.)
  - g. I am asked daily to speak more clearly. (*Daily*, *more*, and *clearly* are bothersome to many foreign students.)
  - h. He wrote well when he used a pencil instead of a pen.
  - i. Prior to enrolling in nursing she planned to study home economics.
  - j. Alone, alone, all, all alone,  
Alone on a wide, wide sea! —Coleridge.
7. The following paragraphs are from a speech by Ralph Bunche, an official of the United Nations. How does his statement relate to ease in listening?

“ . . . I cannot help but think of the experience I had only a year ago in India and Pakistan. I had never been to the sub-continent before. I knew that there would be sharp differences in culture and philosophy between the East and West, and I did indeed find striking differences in language, in religion, in the standard of living and the general mode of life as contrasted with our own.

What impressed me most was the ease, the quick ease, with which I began to feel entirely at home in what was supposed to be an utterly strange cultural environment. The reason, I soon appreciated, why I quickly felt so much at home was that on basic things the Indians, Pakistani, and myself were thinking and talking always on common ground. We spoke of the prospects for peace, of the meaning and value of freedom, of the rights and dignity of the individual, of the nature of free and democratic political systems, of hope for a better life through rising living standards, of expanding educational and health facilities, of decent housing, of adequate food supply, of better crops as against the vagaries of weather and the shackles of custom, of employment opportunities, of hope for youth, of

freedom from want and from fear. The interest of the Indians and the Pakistanii in these matters is as keen as yours and mine, and this will be found equally true among peoples in most parts of the world today which fall outside the Iron Curtain—in Europe, in Latin America, in Asia, in Africa, in the Middle East, and in the Caribbean; indeed, wherever people may express their views with any degree of freedom. For that matter, it may be true behind the Iron Curtain, too, if only the people were free to speak their views and expose their aspirations. For in our times, a language common to most of the world's people has developed, a language of aspiration expressing with ever-increasing insistency humanity's longing for a better life, for a future which will sustain hope and security . . . .’

8. Sentences for dictation. (Four of each five words are among the most frequently used words.) Practice saying the sentences. Your teacher will dictate similar ones in class. He will probably speak fast.

- a. He is in his room.
- b. Many of them are students.
- c. All of them were good.

9. Conversations that arise from questions.

- a. What are extracurricular activities?

They are the supervised activities at college that don't occur in the classroom.

Do these activities include athletics?

Yes, intercollegiate and intramural.

And what other activities?

Language clubs, science clubs, dramatics, debate and all of the clubs that relate to students' interests.

- b. What is a ghost town?

A town in which almost no one lives.

Did people ever live there?

Yes, the town was probably a mining center.

Then the mines were closed?

Yes, and the people left. Only old buildings remain.

- c. How many students are in your history class?

About thirty.

- Is that too many?  
We have lively class discussions.  
Is the classroom crowded?  
No, there are four or five extra chairs.
- d. What is your typing speed?  
Sixty words a minute in my native language.  
And in English?  
Many less; perhaps forty.  
You will improve rapidly.  
I hope so, but I haven't noticed any change during the month I have been here.
- e. Are you a baseball fan?  
Never in the spring, but always in late August.  
Do you have a favorite team?  
Usually I prefer the team that is nearest my home.  
That's natural.  
I'm influenced by the local sports pages, of course.
- f. Why are barns painted red?  
I've heard that red pigments used to last longer than other ones.  
Is that still true?  
I doubt it but barns seem to be painted and repainted red continuously.  
I like the custom.  
So do I, especially in the spring and summer when the barn is surrounded by green growth—crops and foliage.
- g. Will you go to church in the morning?  
Yes, I'll probably go to the nine o'clock service.  
Are you in the choir?  
Yes, but we have a visiting choir tomorrow.  
Will that group sing at only the nine o'clock service?  
No, at all of the services.
- h. Are all of your classes lecture courses?  
No, only one.  
What does the teacher do in the others?  
In my Psychology course he asks questions that are based on readings and leads discussions.  
And in your Speech course?  
The teacher usually listens to our prepared speeches and



criticizes them briefly in class. He goes into more detail in conferences.

10. Practice saying aloud the four groups of words that follow. Each group of words of *a*, *b*, and *c*, bounded by semicolons, differs only in the vowels or diphthongs within the group. In *a* the vowel or diphthong is at the outset of the word; in *b*, at the end of the word; and in *c*, between consonants. The words of *d*, bounded by semicolons, differ only in the final consonant.

a. East, iced, oust.

b. blow, blew; law, lay, low, Lou, lie.

c. bibbed, bobbed; cheek, chick, check, chalk, choke, chuck (also add *s* to the words of this group.); dice, dose, deuce, douse; face, fuss; freight, fret, fraught, fruit, fright; gaze, gauze, goes, guise; Greece, grace, grass, gross, grouse; hear, hair, hoar, hire; jet, jot, jute, jut; keys, K's, cause, coos, cows, cues; cream, cram, crumb, chrome; lime, limb, lamb, lame, Lum, loam, loom; mown, moon, mine; neice, noose, nice; peeve, pave; prone, prune, preen; rare, rear, roar, Ruhr; seen, sin, sane, sown, sun, sign; score, scar, scare, scour; slag, slug; snob, snub; space, spice, spouse; steer, stair, star, store; sheet, shot, shut, shout, shoot; ting, tang, tong, tongue; trees, trays, tries; vase, vice, voice; use, yeas, yaws.

d. bib, bid, biff, big, beer, bill, bin, bit; deed, deal, deem, dean, deep, D's; drug, drudge, drum; flayed, flake, flame; goad, goal, goat, goes; grub, gruff; hood, hook, hoof\*; join, Joyce, joys; cab, cad, calf, Cal, cam, can, cap, Cass, cash, cat; Clyde, climb, Clive; lied, life, like, Lyle, lime, line, lyre, lice, light, lithe, live, lies; need, kneel, neice, neat, knees; paid, page, pail, pane, pace, pate, pave, pays; pull, poor, puss, push, put; rob, rod, rock, Ron, rot; wrong, Ross, wrought, wroth; streak, stream, street; safe, sage, sake, sail, same, sane, save; swell, swear, sweat; smug, smudge, smut; slued, sloop, sluice, sleuth, sloughs; stride, strike, stripe, strive; should, shook, sure; Tod, tog, tock, Tom, top, tar, tot, tosh; thread, thresh, threat; we'd, weak, we'll, wean, weep, weave, we've; yell, yen, yes, yet.

\*The implied pronunciation [huf] should not be considered prejudicial against [huf].



# 3

## THE VOCABULARY OF AMERICAN ENGLISH

**THE Words of English.** English is comprised of (a) nouns and pronouns, (b) verbs, (c) adjectives and adverbs, and (d) prepositions and conjunctions. Some of these are *framework* words, ones that indicate direction, number, and relationship. These words are the ones that you hear and say most often, for they occur in connection with many nouns and verbs. Pronouns also occur frequently, for there are few of them and one or another of them may replace any noun.

**The Most Frequent Words.** Here is a list of the most-common words in the classroom speech of students who spoke a total of a third of a million words.\*

a	b	c	d	e	f	g
1. the	and	of	to	a	in	that
2. is	it	you	they	this	we	have
3. are	go	was	be	he	for	on
4. I	there	one	or	will	but	as
5. all	with	has	at	our	which	by
6. not	out	were	had	from	his	very
7. what	now	would	up	about	if	when

There is not a noun in the list! Rather these words are pronouns, (*I, you, they, we*, etc.), articles, prepositions, and conjunctions—the framework words—(*the, and, of, to, a, in*, etc.), and a few modifiers, for example, *very*. (Some of the words have more than one common usage; for example, *all* can mean *people, citizens, mothers*, etc. (“*All*

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\*Black, J. W. and Ausherman, M.: *The Vocabulary of College Students in Classroom Speeches*. Bureau of Educational Research. Ohio State University, Columbus, 1955.

are in favor of this plan.”), or can modify nouns, *all* people, *all* citizens, *all* mothers, *all* things, *all* books, *all* colleges.

The words enumerated above comprise about one half of the different words that you will hear and say in connected English speech. Study them; read critically short paragraphs to be sure you understand the uses of the words; practice the words in phrases and invite criticisms. However, proficiency with these words alone will neither make you a good listener nor an easy talker of English. They are vital to your skill in pronunciation. Because of the frequency with which they occur, any distracting pronunciations of these words will be especially noticeable and disquieting to your American listeners.

With the exception of *very* and *about*, each of the foregoing words has only one syllable! The native speaker of English is so sure that his listeners will understand these words that he slights many of them in his speech, giving them but little vocal stress. The resulting indistinctness of the little words causes some difficulty in listening, particularly on the part of newcomers to English. In conversation, however, you can control the distinctness with which these words are spoken. If you speak in a word-by-word manner you will encourage the person with whom you are talking to say all words, including the common ones, with more than normal stress and distinctness.

Here arises a delicate balance. You understand a word-by-word rendition of English more readily than speech that moves along in groups of words and phrases. Your American listeners, however, expect you to talk in phrases. There is no ready solution to this dilemma. An analogy from the speech clinic suggests that you follow a sound-by-sound and word-by-word progression in talking through a week or two of orientation. As soon as you are hearing the words in such phrases as “the book,” “in the course of,” “there are lots of ways,” you, too, make an effort to slight the little common words and speak in groups of words, “he and I,” “a bus,” “the table,” “for all of us.” The unaccentuated syllable and the neutral vowel that it contains are standard! Your teacher may insist that you emphasize from the outset the difference between the accented and the unaccented syllable or word. A speech clinician would ask you to master a precise pronunciation first.

**The Next Most Frequent Words.** The words in the following list, 50-99 in frequency of occurrence in American oral discourse, seem quite common, almost as common as the most frequently used ones.

	a	b	c	d	e	f	g	h	i	j
1.	can	so	an	time	them	been	these	got	their	do
2.	some	people	other	thing	know	take	just	well	over	who
3.	many	your	say	because	then	men	more	like	into	no
4.	use	first	year	after	great	make	world	think	come	also
5.	good	any	work	most	man	down	way	us	only	back

There are some marked differences between this group of words and the ones that were enumerated at the outset of the chapter. The ones of the second list are more complicated than those of the earlier list; the proportion of multi-syllabic words is greater here; also the number of words with more than one common meaning.

Example 1: (a) *work* is fun, (b) I *work* every morning.

Example 2: (a) my *back* is tired, (b) please *back* away from the rope, (c) turn *back* the clock half an hour.

Example 3: (a) *time* me, please, (b) what *time* is it?, (c) did you have a good *time*?, (d) keep in *time* with the music, (e) that was a *time* of prosperity, etc.

Thus, you can infer that some of the words of the second list have a high frequency of occurrence because they have several different usages; others because of a relative high frequency of occurrences of single usages.

**Less Frequent Words.** One further list of words will illustrate the increased complexity that characterizes words that are only one-fiftieth as common as *back*, word 99 above. These are words, however, that come into listening experiences frequently.

	a	b	c	d	e
1.	abolish	abuse	adjust	alumni	available
2.	blade	boil	bond	bounce	breakfast
3.	breast	bushy	button	campus	Canada
4.	cat	chew	childhood	circumstance	column

5. comfortable	comment	comparison	criticize	defect
6. delinquency	deliver	desert	detective	dirty
7. dissolve	double	car	emergency	enslave
8. error	everywhere	excite	exhaust	expensive
9. experimental	explanation	explode	failure	fashion
10. fitness	five	flat	flunk	folk
11. freeze	fruit	gauge	golden	golf
12. grand	gripe	helmet	hide	hike
13. humidity	ignorant	kick	kid	ladies
14. liberate	lick	lighter	likewise	loud
15. malaria	memorize	minimum	multiply	net
16. nickel	noise	nor	oppose	pant
17. peek	percentage	pitch	pledge	portion
18. prayer	pronounce	punch	rainfall	rare
19. ray	reconstruct	reflect	refrigerator	relate
20. reserve	resist	retain	sank	scarce

Most of the words of the foregoing list are polysyllabic. All are nouns, verbs, adjectives, or adverbs; many have more than one meaning. Possibly you note also that a larger percentage of these seem to relate directly to Latin and the Romance languages than in the instance of the most frequent words. This is at once an advantage and a handicap to the speaker of Latin languages. He is already familiar with words that resemble the less frequently used words of English; he is likely to use these with more than ordinary frequency and make his speech sound unnatural to American listeners.

**The Total Vocabulary.** Americans have not accepted any of the several attempts that have been made to simplify their language, even the simplified spelling of the words. The number of words currently in good usage is stupendous and far outreaches the vocabulary of any native speaker. A vocabulary of reasonable size, however, may be inferred from the complete list of words from which the foregoing three groups were extracted. More than 270 college students made more than 600 classroom speeches. All of the words that were spoken included fewer than 7,000 different word symbols. Two thousand of the words were said only one time

each and only one-half of the 7,000 words were used as many as three times each.

**Missed Words.** A person's listening vocabulary contains more words than the vocabulary he uses in speaking. Also, you know that you can get the meaning of a sentence now and then even though you do not understand one or two of the words. The context of the statement may be all you need to get the meaning. This circumstance, however, is easily stretched beyond reality, and foreign students are among the offenders. They are happy to be understanding some of the words and with evident satisfaction give the talker the impression that they understand the entire sentence. An important and relevant lesson is to be gained from the fact that American students were only 50 per cent accurate in supplying the missing word when one word, selected at random, was omitted from each of many 12-word written sentences. Moreover, the predicted word, whether right or wrong, supplied the correct meaning of the sentence only 75 per cent of the time!

It is not surprising that the person who has only a partial knowledge of a language finds it difficult to stay awake during lectures! He may become aware that he is missing much of the teacher's exposition; in self defense he sometimes surmises that the lecture has little real importance (he will stay in bed tomorrow). He would hardly suppose, however, that if he were to listen intently, the missing of one word in each sentence would cause him to misunderstand the meaning of one half of the sentences. (Again, this supposition is based on results with written language, not oral.)

The actual outcome may be more discouraging than the preceding paragraphs imply. The alert listener hopes to catch every word. He pauses to think about a bothersome partly-heard word; he may write it in an improvised phonetic spelling, or resort to his pocket dictionary for a definition. The lecturer continues, and while the curious student is thinking about an uncertain word he misses several sentences that follow!

**Illogical Constructions.** Study the sentence, "Words that are grouped together are called a phrase." If several objects or ideas are in a group, are they not necessarily *together*? Why use both words, *grouped* and *together*? Ordinarily in formal writing one would avoid



these illogical combinations of repetitious words. In speaking, however, such combinations occur frequently. This, again, is fortunate for the uncertain listener who is striving to keep up with speech. Note the redundancy in *past history*, *first and foremost*, *true facts*, *absolute truth*. Such doubly-clear groups of words are an aid to the foreign student who is prone to miss some of the words of sentences.

**Summary.** The American vocabulary is a list of particular words. Beyond this, it is one list when treated as *words you hear* and a somewhat different list when treated as *words you say*. Furthermore, the words of either the vocabulary of listening or of speaking do not occur with the same frequency. Some words occur very often; others, very rarely.

The most frequently used words are monosyllables, often spoken in an unaccented manner. Before you adopt this pattern of "little word" *equals* "little emphasis" make sure that you can say the sounds of the word, accented, if a need arises for you to do so.

Finally, every word must be heard correctly; accordingly, all words must be spoken in a manner to facilitate correct reception.

## EXERCISES

### 1. Read and expand.

A few days ago—the day before yesterday, I believe—I received a letter from my brother. He told about the good weather he and his family are enjoying. I don't know whether he wanted to make me happy or sad. Fortunately we are having good weather too. Our autumn is as pretty as their spring. We frequently . . . . hikes . . . . On Saturday afternoons we . . . .

### 2. Compare the average number of syllables per word in the three lists of words in this chapter. Use the syllabification that is shown in a dictionary. (This exercise anticipates Chapter 7; the syllable is not easy to identify.)

### 3. Try to compose five sentences from each of the first two lists of words. Does each sentence seem to depend on an earlier one that cannot be constructed from the words of this list? For



example, "He was there" (Where?) What kinds of words are not represented in a list of most-common words?

4. Use the following phrases in sentences, and then convey the same ideas more concisely. What is meant by redundancy?

a	b	c
1. absolutely complete	anticipate ahead	ascend up
2. ask the question	back behind	basic fundamentals
3. before I begin	combined together	consensus of opinion
4. very complete	cooperate together	end result
5. entirely complete	exactly identical	fall down
6. finally at the end	first began to	important essentials
7. just recently	larger in size	longer in length
8. many in number	my personal belongings	necessary essentials
9. necessary requirements	over again	polite and courteous
10. repeat again	return back to	right and proper
11. rise up	same identical	still continues
12. still remains	strict accuracy	true facts

5. Sentences with a phonetic emphasis.

- a. Children in the United States call the alphabet "the A, B, C's."
- b. If Charley's cousin calls please tell him that I'm in the kitchen.
- c. Which country did you visit last summer?
- d. The stitches in this handkerchief \_\_\_\_\_.
- e. Can't you come a little earlier tomorrow? (Avoid saying *can't you* in a manner that reminds you of the *ch* of *children*, *Charlie*, *which*, etc.)

6. Sentences for reading and paraphrasing.

- a. Unless there has been a change, the telephone number of the Dean's office is 513.
- b. There were no chairs in the living room when the party began.
- c. Chicago is farther west than New York and is not as large.
- d. According to conventional geometry a straight line is the shortest distance between two points.
- e. Any quantity is equal to itself.

- f. If equal quantities are added to equal quantities, the sums are equal. (Subtracted from . . . remainders; multiplied by . . . products; divided by . . . quotients.)
  - g. Quantities equal to the same quantity or to equal quantities are equal to each other.
  - h. A quantity may be substituted for its equal in an equation.
  - i. The whole is equal to the sum of its parts.
  - j. Through a given point, an unlimited number of straight lines can be drawn.
  - k. Through any two different points, it is possible to draw one and no more than one straight line.
7. Many words in the courses of your area of special interest are new to you. These are technical words. Identify these words as quickly as you can and make lists of them, a list for each course that you are taking. Give these lists to your teacher each week.
8. Sentences for practice in preparation for dictation.
- a. She took the book back for me.
  - b. Come back in a few more days.
  - c. He is always the first in line.
9. Conversations that arise from questions.
- a. Do you put jelly on your toast at breakfast?  
Yes, I love buttered toast and jelly.  
Have you tried cinnamon toast?  
No, how is it made?  
Cinnamon and sugar are sprinkled on buttered toast.  
I'll try some either this evening or tomorrow morning.
  - b. What kind of tree is this?  
A cherry tree. See, there's a cherry orchard on the other side of the road.  
There's a bird's nest in the top of this one.  
Yes, a robin's nest.  
Do robins always nest in fruit trees?  
No, in almost any kind of tree.
  - c. Where can I buy a flashlight?  
Oh, lots of places—at a drug store, a variety store, a filling station, and at some grocery stores.

- Can I get the batteries at all of those places?  
Usually, and bulbs, too.  
Do all flashlights have two batteries?  
No, some have three cells and some one cell.
- d. Should I have told him the answer?  
No, that would have been cheating.  
By whom?  
Mainly by your friend, but you would have been at fault too.  
Is the penalty serious?  
Yes, indeed! Failure in the course and maybe even expulsion from the college.
- e. How do I get to your house?  
Take the Third Avenue bus at Garden Street.  
West?  
Yes, and transfer to the Eastview bus at the first stop after you turn a corner. Be sure to get a transfer when you get on the first bus.  
Where do I get off the Eastview bus?  
At Williams Street. Then walk back about half a block to my house, 1167 Eastview. Here, let me try to make a map.
- f. Should I buy my landlady a Christmas present?  
Not necessarily, but you might send her a card.  
She knows I haven't much money.  
Just give her a handmade card.  
With my artistic talent?  
Probably she would appreciate a sheet of paper with your name on one side and *Merry Christmas and Happy New Year* on the other.
- g. How should I send my books to New York?  
How soon do they have to be there?  
Before my school opens; that's two weeks from today.  
You could use railway or air express.  
Not motor freight?  
Possibly, but as a matter of fact, if you pack your books properly, parcel post will be both cheapest and fast. You should inquire at the post office.
- h. Where are the best places to stop when traveling?  
How are you traveling?

By automobile.

Either a hotel or motel should be good.

Which is better?

They're about the same. Hotels are downtown and motels are usually in the country or the edge of the city. So, it all depends on where you want to be.

10. Practice saying aloud the four groups of words that follow. They are arranged as in the preceding chapters.

- a. ace, ice, use (2)\*, us.
- b. brow, bray, brew; me, my, moo, mow (2), mew, ma.
- c. beach, bitch, batch, butch; chum, chime (also add *s* to the words of this group); dreg, drag, drug (also add *s*); fit, feat, fate, fat, fought, fight, foot; freeze, frays, froze, fries; glib, glob, globe; hiss, house; greet, grit, grate, grout; Jove, jibe; clod, Clyde, cloud; crane, croon, crown; lean, Lynn, lain, lawn, Len, loon, line, loin; map, mop, mope; neat, net, not, gnat, nut, note, night, Newt, knit; poise, peas, pays, pause, pose, poohs, pies, pews; race, Ross, Russ, rice, Royce; seep, sip, sap, sop, sup, soap, soup; skis, skies, scows, skews; sledge sludge; snitch, snatch; spit, spat, spot, spite, spout; state, stout; swim, swam, swum; sheave, shove, shave; tip, tap, top, tape, type; tweed, 'twould; vet, vat, vote; weave, wave, wove; zig, zag.
- d. babe, bake, bale, base, bait, bathe, bays; ditch, did, dig, Dick, dill, dim, din, dip, dish; droll, drone, drove; fled, flair, flesh; goof, ghoul, goon, goose; groan, grope, gross (2), grove, grows; whose, who'd, who'll, whom, hoop, hoot; keyed, keel, keen, keep, keys; clad, clack, clam, clan, clap, class, clash; cried, crime, cries; loud, louse, lout; nib, Nick, nil, nip, near, knit; played, plague, plain, place, plate, plays; pooch, poohed, pool, poop, poohs; rub, ruff, rug, rum, run, Russ, rush, rut; Swede, sweep, sweet; scale, skein, scape, skate, scathe; sad, sag, sack, Sam, 'san, sap, sash, sat, salve; spar, spot; snub, snuff, snug; smooch, smooth; swine, swipe; shoed, shoot, shoes; shrewd, shrews; trod, trot; thatch, Thad; wheel, wheat, wheeze; yam, yap, yore.

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\*Most words that have two common pronunciations are followed by (2).

# 4

## THE VOWELS OF AMERICAN SPEECH\*

**Y**OU have spoken the vowels of your native language as long as you can remember. You are skilled in saying and hearing them. Fortunately, some of your vowels occur also in English. English, however, probably has some vowels that you have never pronounced or English requires distinctions between two vowels that you have always treated as one vowel. In your study of English as a foreign language at home you did not have to be precise in your production of vowels. Now you face more critical listeners.

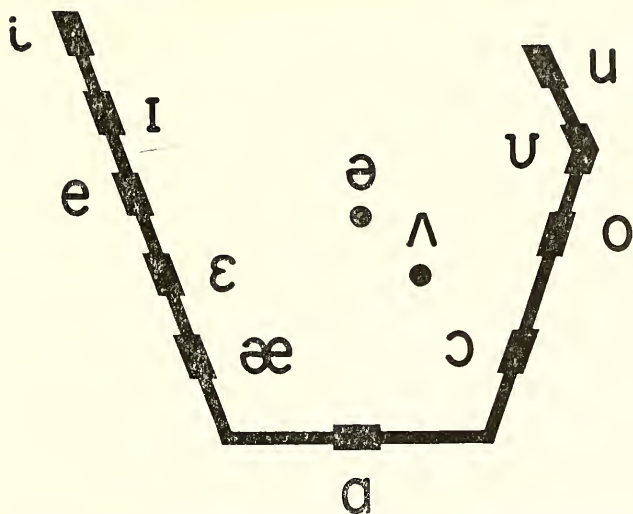
**Number of Vowels.** There are 12-14 vowel sounds in English. This is more than one finds in many languages and presents two problems. You must both distinguish among these sounds as a listener and learn the muscular movements that accompany their pronunciation. Importantly, the distinguishing feature of two English words of different meanings may be two vowels that have always appeared to be only one sound, for example the vowels of *sleep* and *slip* or of *climb* and *crime*.

**Producing a Vowel.** Any vowel sound can be sustained or prolonged in isolation throughout an entire exhalation and any vowel sound can be sung. It results from a speaker's shaping his mouth cavity, his lips, and his throat in a singular manner, arching his tongue appropriately, and setting his vocal folds in rapid movement by means of the exhaled breath-stream. Principally, the positioning of the mouth distinguishes one vowel from another.

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\*Additional examples of the speech sounds of this chapter and the two succeeding chapters are given in Appendix I.

Exercise 3 should be completed during the first reading of this chapter.



The different vowels are accompanied by distinguishing placements of the jaw and tongue. The vertical dimension of this diagram represents the relative openness of the mouth in the production of each of the vowels. The horizontal dimension represents the place at which the tongue is bunched in the production of a vowel.

The pronunciation of vowels, then, requires your discovering the particular positions of the mouth that attend each one and your being able to re-establish these positions habitually and quickly. You followed these steps as a child in learning to make the vowels of your native language. You heard a vowel, tried to imitate it and succeeded to your own satisfaction, re-adjusted the shape of both your mouth cavity and your lips and the position of your tongue, and tried again. Gradually you attained your objectives: you found the positions of the mouth that accompanied the sounds you hoped to make and you resumed these positions with confidence whenever you wished.

The positions that characterize different vowels vary: (a) in the openness of the mouth, (b) in the placement between the front and back of the mouth of the “bunching” or the “humping” of the tongue, and (c) in the roundness of the opening of the mouth. Sustain three or four vowels of your native language and using a mirror, notice that (a) one is more *open* than the others, (b) one, more *frontal* than the others, and (c) one, more *rounded* than the others.



The Front Vowels. [i]. The highest or most-closed front vowel as in *we*, *she*, *he* is common to most languages and causes relatively little difficulty in listening or pronouncing—except that it is represented in English spelling by several different letters and combinations of letters. (In other instances some of these same letters are pronounced as other vowels.)

	a	b	c	d	e	f
1.	queen	receive	key	marine	Caesar	Cleopatra
2.	beat	believe	quay	people	Phoebe	Cleveland

This vowel varies somewhat from one language to another in the extent to which the corners of the mouth are drawn back (unrounded). English permits variety in this regard: Americans may retract the corners of the mouth less than other people who speak the English language.

[ɪ]. The English vowel that is closest to [i] is the vowel of *in*, *is*, *it*, *this*, *will*, *which*, and the final sound in *very*. It is troublesome for many speakers of foreign languages. In some languages there is no reason to differentiate between the vowels of *eat* and *it*; in English the sounds obviously distinguish these two words [it/ɪt] and many other pairs of words that are otherwise the same acoustically. Moreover, this vowel is one of the most frequent in the English language.

This sound is commonly spelled *i* in one-syllable words and prefixes, but has a number of other spellings, particularly in unaccented syllables.

	a	b	c	d	e	f
1.	infinite	been	silly	minute (60 sec.)	singing	Sunday
2.	biscuit	always	larynx	tears (weeping)	women	coffee

You may be amused to find that many native American students are uncertain about whether they use [ɪ] or [i] at the end of polysyllabic words that end with *y* or *ey* and in *ing*-words. They know perfectly well, though, which one they use in *feet* and *fit* or *beat* and *bit*.

[e]. The vowel of *they*, *great*, *make* occurs either as a diphthong or a vowel in most languages. The varied spelling of this sound in

English makes the turning of many written words into speech uncertain ventures. The sound is represented in writing by several spellings, the most common being *a*. Please read this section again after you have studied the next paragraph.

a	b	c	d	e	f
1. take	way	wait	gage	jail	saint
2. great	convey	weight	gauge	gaol	alien

[ɛ]. The vowel of *get*, *when*, *where* occurs widely in languages. A difficulty that arises in listening to Americans, however, lies in confusing this vowel with [ɪ], the vowel of *in*. Sometimes the confusion is not very important, as when the first syllable of *entire* is said as though it were *in*. The substitution is less acceptable in *get* and *when* and leads to misunderstandings in *let*, *red*, and *bed*. In these latter instances, the result is another common English word.

a	b	c	d	e	f	g	h
1. when	air	says	heifer	Jerry	care	leopard	president
2. many	prayer	said	weather	jelly	deaf	Leicester	pleasant

Some of the foregoing words, particularly ones in which [r] follows the vowel, are frequently spoken with a vowel other than [ɛ], often [æ], the vowel discussed immediately below.

[æ]. The vowel of *that*, *have*, *as* is a difficult one for foreigners. It is also one of the most frequent medial sounds in the one-syllable words of English. Commonly, adults who are learning American English find this sound to be aesthetically unpleasant, and use it—with grimace—to symbolize the relative lack of beauty in oral English. Odd as the vowel may sound to you, try to learn it as quickly as possible. Practice saying *clack*, *clack*, *clackety*, *clack*, and thereby both practice the vowel and have fun with the dissonance of American English.

The spelling of the vowel of *that*, *have*, *as* is usually *a*.

a	b	c	d	e	f	g	h
1. track	has	after	back	last	bath (usually)	ant	Alabama
2. slack	at	man	another	fast	aunt (usually)	plaid	San Francisco

**The Back Vowels.** [ɔ]. The vowel of *ought, for, or* is difficult for many of your American classmates to say. In several regions of the United States one of the central vowels, particularly [a], is substituted for it. In other instances the sound becomes indistinguishable from [o]. Can you distinguish *ought, oat, Ott? for, four, far? or, are, oar?* The spellings of [ɔ] are *o, a, ow, aw, ou, au.*

a	b	c	d	e	f	g	h
1. salt	vaunt	warm	awe	sought	cord	broad	memoir
2. call	taught	talk	drawn	fought	Thor	lost	Magdalen

[ʌ]. The vowel of *but, one, from* might well be considered with the central vowels (below). However, in saying and hearing this vowel the principal confusions seem to be with the back vowels.

You may have noticed that most of the vowels that are new to you require tensing the tongue and the walls of the throat. This characterizes the *short vowels* of English, and the present one is called the “short u.” Although native speakers of English do not tense the tongue much in saying *but* they do tense it considerably in sustaining the vowel. Try the “rigid tongue” if the sound is difficult for you to say readily.

a	b	c	d	e	f
1. cup	love	blood	stubble	young	tongue
2. rough	just	does	trouble	tough	supper

[o]. The vowel of *so, know, go*, or a near approximation to it is in many languages. If it is not in your language you may find the sound unusually difficult to learn. Two extremes prevail: persons who know the sound from their own language overuse it, say it instead of other back vowels in reading aloud; other individuals find the positions of the mouth for this sound difficult to learn. Round the lips, protrude them, and vocalize. This failing, try again with a cardboard mailing tube over your lips. If an American listener says that you now have the right sound, try to imitate it without the tube. The spelling usually includes the letter *o*, not necessarily alone.

a	b	c	d	e	f	g
1. over	course	though	so	doe	beaux	oh
2. show	coarse	yeoman	sew	dough	bow	owe

The first paragraphs of Chapter 5 will refer to the fact that words that include this sound are often pronounced in a manner to make the vowel into a diphthong.


[ʊ]. The vowel of *would*, *good*, *could* is difficult to hear and to say. Fortunately for you the sound is relatively rare in English. This also means that you do not get much practice in either hearing or uttering it. Consequently, when you need to produce it you may find that you must make two or three attempts at the word you wish to say. Common spellings are *u*, *o*, *ou*, *oo*.

	a	b	c	d	e	f
1.	pull	should	look	sugar	wolf	book
2.	push	would	took	surely	bush	foot

[u]. The vowel of *to*, *do*, *who* is fairly common. It is also the final element of an important English diphthong (discussed in Chapter 5). In some instances the two can be interchanged; in others, only the vowel is used. The vowel is hard to say because it requires bunching the back part of the tongue with the mouth almost closed. The spelling of this vowel is similar to the spelling of [ʊ].

	a	b	c	d	e	f	g
1.	school	improve	too	group	fool	clue	spoon
2.	soon	room	two	troop	cool	clew	Louvre

**The Central Vowels.** [a]. The vowel of *father*, *are*, *fox* *trot* is common to all languages. This is the most open of the vowels and is made with the relaxed tongue lying almost flat in the mouth. There are slight changes in vowel quality as the tongue is bunched slightly forward to produce the first element of *I* or *ice* or toward the back to give the vowel sound of *calm* and the first vowel sound of *almond*. These variations are so slight that you can consider all of these words to include the first vowel of *father*; thus, for you, *are*, *was*, *calm*, and *almond* have the same vowel.

	a	b	c	d	e	f
1.		large	farm	follow	hearth	college
2.	what	water	dollar	bother	sergeant	alms

[ə]. The neutral vowel, called *schwa*, illustrated in the second syllable of *sofa* and the first syllable of *again*, is always unstressed.

It precedes the *r* in *leader* and *speaker*, the *m* in *Adam*, the *p* in *tulip*, the *t* in *quiet*. It is also characteristically said in *the* and the article *a*. The frequent substitution of this vowel for other ones in oral English, particularly when the language is spoken hurriedly contributes to the foreigner's description, "The people of the United States are lazy in their pronunciation." A major difficulty for you as a listener is in comprehending speech that includes many *schwa*'s. You must relate the auditory experience of this seemingly careless speech both to the printed words and to the vowels that would have been spoken in a word-by-word rendition of the same sentence.

a	b	c	d	e	f	g
1. around	away	person	instance	ability	coma	soda
2. about	certain	couple	basis	major	comma	sofa

Now, you should rapidly read aloud the illustrative words in each line of numbered words in this chapter. Next, read the words as though they were in columns: read all of the *a*'s, the *b*'s, etc.

### EXERCISES

1. Read and expand: The mail had not \_\_\_\_\_ this morning when I left my \_\_\_\_\_. I was not \_\_\_\_\_ anything, for I have \_\_\_\_\_ to any of my friends recently. A few days ago I received \_\_\_\_\_ from my brother who is living with my \_\_\_\_\_. Tonight I shall try to \_\_\_\_\_ his letter. I shall tell him first, \_\_\_\_\_, second, \_\_\_\_\_, third, \_\_\_\_\_, and fourth, \_\_\_\_\_.
2. Have you learned the English alphabet? It is frustrating to suppose that you are writing the word that your teacher is spelling aloud and then to find that you have a different pronunciation of the letters in mind. Listen to prepared recordings of words spelled in English and write the words as you listen; alternatively ask an American friend to spell aloud the words of Exercise 4 and to check your transcription of them.
3. Methods of indicating pronunciation differ from one dictionary to another. Write the signs of your dictionary beside the pho-

netic symbols that are used in this chapter, both in the diagram and in the discussion. When possible, add key words from your language to illustrate the vowels.

4. Identify the first vowel sound in each word of the following lists. Write the phonetic symbol in the brackets. (These words are numbers 100-199 of the words used in English classroom speeches, arranged according to frequency of occurrence.)

a		b		c		d		e	
1. see	[ ]	much	[ ]	army	[ ]	could	[ ]	show	[ ]
2. country	[ ]	little	[ ]	must	[ ]	than	[ ]	day	[ ]
3. how	[ ]	should	[ ]	through	[ ]	plane	[ ]	don't	[ ]
4. start	[ ]	want	[ ]	right	[ ]	before	[ ]	him	[ ]
5. here	[ ]	put	[ ]	another	[ ]	made	[ ]	few	[ ]
6. government	[ ]	look	[ ]	my	[ ]	every	[ ]	where	[ ]
7. today	[ ]	new	[ ]	around	[ ]	course	[ ]	may	[ ]
8. give	[ ]	such	[ ]	believe	[ ]	off	[ ]	live	[ ]
9. part	[ ]	something	[ ]	why	[ ]	high	[ ]	place	[ ]
10. last	[ ]	school	[ ]	fight	[ ]	idea	[ ]	being	[ ]
11. did	[ ]	important	[ ]	improve	[ ]	fact	[ ]	mean	[ ]
12. went	[ ]	got	[ ]	said	[ ]	long	[ ]	call	[ ]
13. it's	[ ]	quite	[ ]	same	[ ]	life	[ ]	type	[ ]
14. even	[ ]	probable	[ ]	really	[ ]	certain	[ ]	might	[ ]
15. came	[ ]	ship	[ ]	fellow	[ ]	plan	[ ]	large	[ ]
16. reason	[ ]	interest	[ ]	each	[ ]	small	[ ]	try	[ ]
17. different	[ ]	those	[ ]	training	[ ]	nation	[ ]	soldier	[ ]
18. speech	[ ]	hour	[ ]	point	[ ]	lot	[ ]	problem	[ ]
19. bomb	[ ]	found	[ ]	keep	[ ]	done	[ ]	build	[ ]
20. peace	[ ]	able	[ ]	read	[ ]	let	[ ]	old	[ ]

5. Sentences for reading aloud with particular attention to *r* and *f*.
- The United States grew from thirteen states to forty-eight, and recently to fifty.
  - Traditionally the Church and State are independent of each other in the United States.
  - Some important dates in the development of the United States are 1492, 1607, 1620, and 1775.
  - The President of the United States holds office for four years and is eligible for re-election.
  - The flag of the United States is called the "Stars and Stripes" and "Old Glory"; by tradition it is flown only between sunrise and sunset.



- f. The three *r*'s in elementary school are reading, writing, and arithmetic. (Explain this sentence.)
  - g. The library is warm even in January and February.
  - h. Two Adams', two Harrisons, and more recently two Roosevelts have served as President of the United States.
6. Sentences for reading, reordering, and rewording.
- a. What happened in this class yesterday?
  - b. If he has not changed his plans when will he come back from his hunting trip?
  - c. Why does ice melt faster in Florida than in Idaho in July?
  - d. Excuse me, but I said *riot*, not *ride*, and *there is*, not *their ease*.
  - e. Whether you go to the movie or not, you should study your history now.
  - f. "Tippecanoe and Tyler too" was a campaign slogan of the Whig Party in 1840.
  - g. My brother asked, "When will you be home?"
  - h. Fellow students don't understand what I mean because I am not always intelligible.
7. Say the words of the left-hand column five times. There is considerable likelihood that you are familiar with most of these vowels. Say the words of the right-hand column. These vowels are more likely to be difficult for you. Each group of words contains at least three vowels. Insert in each pair of brackets three *different* vowels that are in the accompanying phrase.

A		B	
1. baseball team	[   ]	football practice	[   ]
2. hot tea please	[   ]	some coffee instead	[   ]
3. we need cold days	[   ]	and many long trips	[   ]
4. do they see me	[   ]	I can see them well	[   ]
5. feel the snow	[   ]	give me a handful	[   ]
6. boots, boats, bait	[   ]	and let them have fun	[   ]
7. rain, snow, sleet	[   ]	weather is awful here	[   ]
8. today we play	[   ]	but for tomorrow there is much work	[   ]
9. paper plate and spoon	[   ]	silver cup and glass	[   ]
10. take what we want	[   ]	much jelly and bread	[   ]
11. home room teacher	[   ]	class is dismissed	[   ]
12. he leaves today	[   ]	brings a sad tear	[   ]
13. sheet of waste paper	[   ]	pen, ink, and pencil	[   ]
14. large brief case	[   ]	big handbag or satchel	[   ]

8. With the help of a dictionary identify the first vowel sound in each of the following words. Read each row of words aloud. A row illustrates inconsistencies in both spelling and pronouncing English.

a		b		c		d		e	
1. low	[ ]	clove	[ ]	sovereign	[ ]	oven	[ ]	woe	[ ]
2. exact	[ ]	laugh	[ ]	draft	[ ]	draught	[ ]	calf	[ ]
3. spoon	[ ]	door	[ ]	deep	[ ]	reap	[ ]	blower	[ ]
4. put	[ ]	putt	[ ]	cook	[ ]	could	[ ]	shove	[ ]
5. cafe	[ ]	coffee	[ ]	double	[ ]	stub	[ ]	enough	[ ]
6. summer	[ ]	autumn	[ ]	spring	[ ]	winter	[ ]	year	[ ]
7. loft	[ ]	come	[ ]	go	[ ]	to	[ ]	knot	[ ]
8. late	[ ]	fiend	[ ]	sieve	[ ]	weigh	[ ]	grain	[ ]
9. rainy	[ ]	day	[ ]	Monday	[ ]	money	[ ]	holiday	[ ]
10. seal	[ ]	saw	[ ]	cloth	[ ]	clothes	[ ]	close	[ ]
11. coal	[ ]	coke	[ ]	wood	[ ]	gas	[ ]	match	[ ]

9. What vowels occur in the plurals of the following words? Six of the words will contain two vowels each.
- a. man [ ] goose [ ] him [ ] axis [ ] tooth [ ] he [ ] child [ ] ox [ ]  
 b. woman [ ] this [ ] his [ ] datum [ ] fish [ ] I [ ] foot [ ] basis [ ]
10. Prepare twenty logical sentences that include some of the words that were used to illustrate the vowels in these exercises. Some of these sentences will be used for oral drills in class.
11. Listen to a newscast or a recording of a newscast before the next class meeting. Your instructor will ask some factual questions about it.
12. Sentences that you should practice in preparation for dictation.
- a. Did he say what the lecture would be about?  
 b. The class will give a report on this work.  
 c. Our first year was better than the other three.
13. Conversations for practice.
- a. I think I'll study in the library tonight.  
 When does the library close?  
 Nine or nine thirty.  
 That isn't late enough for me. I'll work at home.  
 I'd like to, but I need some reference books.  
 We'll go out for coffee when you get home.

- b. Do many students have summer work?

Yes, indeed! Most college students try to find work in the summer.

Related to their future career?

Sometimes, but usually they take any job they can get.

I'd think they would want to prepare for their vocations.

They'd prefer to, but the first object is to get money toward next year's expenses.

- c. That train is really long!

Aren't there a lot of coal cars?

And cattle cars!

Where is it going?

Probably to Chicago.

Yes, both meat packing and the steel industry are important there.

- d. Don't the Smiths have a nice recreation room?

They surely do and Bill painted the basement walls and completed the ceiling by himself.

I surely enjoyed playing ping pong there Saturday.

And I liked shuffle board, too!

Bill and his sister must spend a lot of time there.

Only in the winter. They are outdoors a lot during the rest of the year.

- e. It isn't necessary for you to go with me.

Very well, I'll stay here and clean the apartment.

That's a good idea. We'll be ready for company then.

What time are Ruth and June coming?

About five o'clock.

Then I'll have time to make a few sandwiches, too.

- f. Did the plumber come this afternoon?

Yes, the sink drains all right.

Did he take the pipes apart?

No, he used a tool called a *snake*.

I know, a long steel coil.

Yes, he said it will clean out fifteen feet of pipe.

- g. Do we hand in these exercises tomorrow?

Yes, Miss Jones will ask for them at the beginning of the hour.

Should I type them?

Not necessarily, but be sure to write them neatly.

What kind of paper should I use?

White bond is good. Write your name in the upper right hand corner, number the pages, and put them together with a paper clip.

h. Did you see a pair of wool gloves in this classroom?

No, perhaps the janitor found them.

Where would I find him?

I don't know, but he would take them to the "lost and found" department in the Service Building.

I'll go over there right away. It's at the north edge of the campus isn't it?

No, the new building is near the Stadium.

14. Practice saying aloud the four groups of words that follow. They are arranged as in the preceding chapters.

a. end, and, owned.

b. chaw, chew, chow; knee, nay, gnaw, know, knew, nigh, now.

c. bead, bid, bayed, bed, bad, bowed (2), booed; cheep, chip, chap, chop (also add *d* or *s*); drill, drawl, drool; fees, fizz, phase, fuzz, foes, fuse; gab, gob; glade, glad, glowed, glued, glide; grieve, grave, grove, groove; height, heat, hit, hate, hat, hot, hut, hoot; jays, jaws, Joe's, Jews, joys; creep, crape, crop, croup; loop, leap, lip, lap; were, wore, war, ware, wire; knees, neighs, nose, news, noise; plead, played, pled, plaid, plod, plied, plowed; writ, rate, rat, rot, rut, wrote, root, write, rout; sear, soar, sire, sir, sour; sleek, slick, slack; steer, stare; swain, swan, swoon, swine; she's, shays, shoes, pshaw; tear (2), tore, tare, tour, tire, tar; 'tween, twin, twain, twine; V's, vies, vows, views; ways, was, woes, woos, wise, wows.

d. bed, beg, beck, bell, Ben, bear, bet; days, date, Dave, deign, Dame, Dale; drool, droop; flag, flap, flash, flat; guide, guile, guise; group, groove; hive, highs, hide, hike, heal, hire, height; clique, clean, cleat, cleave; crab, crag, crack, cram, crash; cloud, clown; Lloyd, loin; neighed, nail, name, knave;

prayed, prate, praise; prude, proof, prune, prove; robe, roach, road, rogue, role, roam, Rhone, rope, rote, rove, rose; Sid, sick, sill, sin, sip; sleighed, slake, slain, slate, slave, slays; scab, scad, scan, skat, scathe; stock, stop, star; spud, spun; snoop, snoot, snooze; sound, sour, souse, south, sows; shied, shine; talk, tall, tong, tore, toss; thawed, thong, Thor, thought, thaws; witch, wig, with, will, win, wish, wit, with; yon, yacht.

## 5

### THE DIPHTHONGS OF AMERICAN SPEECH

**I**F you ask a classmate, a native speaker of English, to pronounce the vowels, he will say *a*, *e*, *i*, *o*, *u*, and he might add, “as in *lay*, *bee*, *tie*, *toe*, and *few*.” Only his pronunciation of *e* corresponds perfectly with a vowel sound of Chapter 4, namely [i] ! The other letters that he pronounced are two-vowel sounds, one spoken quickly after the other. This is the feature of diphthongs: a diphthong is a pair of vowels spoken in rapid succession, as a glide within one syllable, such that they seem to be a single speech sound. The names of the four letters *a*, *i*, *o*, and *u* as pronounced slowly in English are convenient illustrations of diphthongs.

**Number of Diphthongs.** Six English sounds are commonly called diphthongs. Two of these are frequently reduced to pure vowels: the ones that you heard as diphthongs in the careful, slow pronunciation of the letters *a* and *o*. In rapid pronunciations these become the vowels [e] and [o]. The intelligibility of your speech will probably be the same whether you always use the two vowels, always use the two diphthongs, or sometimes use one and sometimes the other. The remaining four diphthongs are important in your talking and you may have to work hard to learn to say them well. They affect your intelligibility.

Presently you will observe the limitations of this paragraph. You will hear many diphthongs that begin with front vowels and terminate with *schwa*. These diphthongs are closely related to dialects of pronunciation, not to logical differences in meaning.

**Description of the Important Diphthongs.** [ɪʊ]. The first diphthong to be found among the most-frequent words listed in Chapter 3 is the one in *you*; also in *use*, *few*, and *new*. The first vowel



of this pair is [ɪ] and the second one, [u]. Many words would be hardly understandable if either constituent vowel of the diphthong were used without the other, as *use*, *fuel*, *cue*. (There are other words, however, in which the use of the diphthong instead of its second member in isolation is optional: *rule*, *rude*, *duke*, *lute*, *student*, *supreme*, *suit*.)

a	b	c	d	e	f
1. q	cube	beautiful	feud	perfume	cute
2. cue	your	fuel	view	unit	pure

[aɪ]. The diphthong that you find second among the most frequently spoken words is the sound of the word and letter *I*; also in *by*, *time*, and *sky*. The first element of this diphthong is akin to [a], and is the vowel of *ask* and *bath* as frequently spoken in England and New England. Unless you have close supervision you will do well to start this diphthong with [a]. The second part of the two-sound glide is [ɪ].

a	b	c	d	e	f	g	h	i
1. sigh	pie	like	eye	high	isle	lie	by	mite
2. choir	time	idea	aye	height	aisle	lye	bye	might

[aʊ]. The third diphthong occurs in *our*; also in *now*, *about*, and *brown*. The speaker begins with [a] and ends the glide with [ʊ]. You will hear this sound with a variety of pronunciations, for it differs widely with regional dialects. Your speech will be intelligible if you use [a] instead of [a] and [ʊ] for [ʊ]. You will also hear *our* spoken as *are*, the second portion of the diphthong being omitted. You must recognize this pronunciation when you hear it.

a	b	c	d	e	f
1. out	how	found	house	ground	south
2. down	hour	power	amount	town	crowd

[ɔɪ]. The fourth diphthong occurs infrequently. Among the most-common words this sound appears first in *point*, not among the 200 more frequently used words; then in *boy*, *destroy*. It begins with [ɔ], the vowel of *ought*, and ends with [ɪ], the vowel of *it*.

a	b	c	d	e	f
1. poison	loyal	coy	oily	cloister	coin
2. Loyola	boil	soybean	coil	broil	spoil

## EXERCISES

1. Read, substitute words, and expand.

- a. Here is still an unanswered letter on my \_\_\_\_\_. It is from my \_\_\_\_\_. I should have replied \_\_\_\_\_. Putting things off until tomorrow is called procrastination. I cannot afford to procrastinate in my study of \_\_\_\_\_.
- b. Football is played in the autumn, basketball in the \_\_\_\_\_, and baseball in the late \_\_\_\_\_ and \_\_\_\_\_. (Tennis, bowling, etc.)
- c. No doubt you know by now that most students attend classes regularly, that written exercises are assigned often, and that short tests occur frequently. For example. . . . .

2. Underline and identify the diphthongs that occur in the words of frequency 200-299 in classroom English speech. Do not expect to find many diphthongs, although each word of necessity has at least one vowel or diphthong. You are, of course, identifying vowels also as you search for diphthongs. Place in the brackets +, -, or ?, meaning *there is a diphthong*, *there is no diphthong*, *the speaker might be expected to use either a vowel or diphthong*.

a	b	c	d	e
1. under [ ]	help [ ]	me [ ]	need [ ]	tell [ ]
2. during [ ]	too [ ]	didn't [ ]	big [ ]	talk [ ]
3. thought [ ]	find [ ]	happen [ ]	job [ ]	own [ ]
4. hand [ ]	home [ ]	mile [ ]	while [ ]	state [ ]
5. person [ ]	week [ ]	upon [ ]	become [ ]	education [ ]
6. natural [ ]	order [ ]	change [ ]	better [ ]	force [ ]
7. maybe [ ]	she [ ]	still [ ]	field [ ]	cause [ ]
8. next [ ]	play [ ]	learn [ ]	officer [ ]	since [ ]
9. word [ ]	fly [ ]	however [ ]	again [ ]	water [ ]
10. several [ ]	along [ ]	between [ ]	does [ ]	air [ ]
11. ever [ ]	land [ ]	present [ ]	production [ ]	turn [ ]
12. power [ ]	rather [ ]	example [ ]	month [ ]	never [ ]
13. carry [ ]	set [ ]	college [ ]	enemy [ ]	enough [ ]
14. number [ ]	case [ ]	took [ ]	collect [ ]	everything [ ]
15. her [ ]	side [ ]	general [ ]	sort [ ]	far [ ]
16. run [ ]	operate [ ]	ask [ ]	feet [ ]	match [ ]
17. bit [ ]	anything [ ]	form [ ]	line [ ]	realize [ ]
18. away [ ]	airplane [ ]	night [ ]	book [ ]	develop [ ]
19. given [ ]	heard [ ]	main [ ]	am [ ]	end [ ]
20. against [ ]	always [ ]	front [ ]	industry [ ]	usual [ ]

3. What diphthongs occur in the plurals of the following words: die (one small cube with a different number of dots on each face) [   ], house [   ], mouse [   ], louse [   ]? In the singular forms of: children [   ], we [   ], lice [   ], dice [   ], mice [   ], bicycles [   ]? In the present tense of: fought [   ], bought [   ], lit [   ], lay [   ]?
4. What names of months contain diphthongs? Days of the week? Numbers from one to ten? Names of continents?
5. Sentences for reading aloud with particular attention to diphthongs.
  - a. The checker board in the United States is placed with the double corner to the player's right. A "single man" can jump a king that is diagonally ahead of him.
  - b. The first word after the greeting in a letter is assumed to start a sentence and is begun with a capital letter.
  - c. The Fourth of July, Thanksgiving Day, New Year's Day, and Christmas are holidays in all states of the Union.
  - d. About a million immigrants entered the United States each year between 1905 and 1914.
  - e. Usually, in writing dates, the name of the month is written before the day of the month.
  - f. Boy Scouts try to take many hikes, but pick few flowers.
  - g. Thirty days has September, April, June, and November.
  - h. There were nine owls in that old house.
  - i. The rumor that this room will have ground glass windows is without foundation.
  - j. A rattle snake coils and strikes.
6. Use these groups of words in sentences: (a) quite a few times, (b) 95 lbs. overweight, (c) nylon hose, (d) sometime around, (e) boiling oil, (f) noise in the house, (g) dry ice, (h) open the south door wide.
7. Enumerate the constituent parts and locate relative to your present place of residence. (Exercises in other chapters include relevant material.) (a) The Great Lakes, (b) the midwest, (c) the plain states, (d) New England, (e) the Ivy League, (f) the

- Big Ten (The Western Conference), (g) the Northwest Territory, (h) the Louisiana Purchase.
8. Locate and discuss: (a) the center of population, (b) Mason and Dixon's line, (c) the Everglades.
  9. Sentences for reading and discussing.
    - a. Between 1790 and 1960 the center of population of the United States moved west from near Baltimore, Maryland, to eastern Illinois.
    - b. If the present Ivy League had been in existence in 1790 it would have been near the center of population.
    - c. Today the center of population is in the midwest, the region of the Western Conference.
    - d. The center of population is south of Lake Michigan which, in turn, is east of Lake Superior and west of Lakes Huron, Erie, and Ontario.
    - e. The center of population has been in the states of the Northwest Territory since 1860, first Ohio, then Indiana, and now Illinois.
    - f. It is not likely to fall in the other states of the Northwest Territory, Michigan, Wisconsin, Minnesota.
  10. *Tongue Twister*. Say *toy boat* over and over as fast as possible. Do you seem to be putting a diphthong in both words or only the first word?
  11. Prepare sentences that include the illustrative words of this chapter. Some of these sentences will be used for practice during class.
  12. Sentences similar to ones that will be used in dictation.
    - a. As a rule general reference works cannot be taken from the library.
    - b. He may change his mind when you hand in your paper.
    - c. In my opinion, the articles made in that factory are good.
  13. Conversations for practice.
    - a. Do you have a pet?  
Yes, a cocker spaniel, Fido.

Is it the same dog you had when I was here two years ago?

No, my uncle has that one on the farm.

Why didn't you keep him?

I couldn't take him West with me last summer, and I left him with my cousin. They became very fond of each other.

b. Are you an art enthusiast?

Yes, I enjoy art. I only look at it; I don't paint.

What are your preferences?

I like the pictures that tell a story.

You aren't among the majority today then.

The viewing audience may be on my side.

c. Would anyone like to eat some pie now?

Yes, I'd like a piece of your pecan pie, please.

Where is that pecan pie? I can't find it.

I'm sure you packed it.

It's not in the picnic basket.

Maybe it's in the small basket over there on the stump.

d. I'd like to buy a present for a girl.

Here are some nice lipsticks.

This girl is only fourteen. Would she like lipstick?

Yes, I think so. Most girls wear lipstick before they enter high school.

I have no idea what shade she would wear.

This one is quite conservative and is popular with the younger set.

e. My desk lamp burned out last night.

Is it a fluorescent light?

I guess so; it's a tube about a foot long.

You can get a new one easily.

What should I ask for?

Show the clerk in the appliance store the old light and ask for a replacement.

f. I am surprised that so few students ride bicycles.

Many students live near school and walk to class.

And the others?

They either ride the bus or drive.

Why don't more of them ride bicycles?

Bicycles are not allowed on the sidewalks and are not safe in the crowded streets.

g. There is an art gallery here, a small one.

Does it have paintings by local artists only?

No, there are several works of Old Masters.

Did the gallery buy them?

Local collectors of the last century gave them to the gallery.

That seems to be the history of most collections of art.

h. About half the students go to private colleges and universities and the other half to tax-supported ones.

You mean state universities?

Mostly, some are municipal.

Are there national universities?

Yes, the Department of Agriculture has a graduate school, and there are certain military academies, all federal.

There is also a national college for the deaf, Gallaudet College. Possibly there are others.

I can see that there is quite a variety, even among the public colleges.

14. Practice saying aloud the four groups of words that follow. They are arranged as in the preceding chapters.

a. ill, all, isle, owl, oil, you'll, eel, L.

b. day, do, die, dough; pea, pie, pa, pew.

c. big, beg, bag; cheer, chair, char, chore (also add s); dredge, drudge; flayed, fled, flood, flowed, Floyd; God, gad, goad, good, guide; gleam, glim, gloam, gloom; grays, grows; heave, have, hove, hive; cab, cob, cub, cube; clique, click, clock, cluck, cloak; crease, Chris, cress, cross, crass; Lear, lair, lore, lure, lyre; miss, mace, mess, mass, moss, muss, moose; peach, pitch, patch, pooch, poach, pouch; plague, plug; press, price; wreath, wrath, wroth, Ruth; cease, sis, sauce; screech, scratch; slim, slam, slum, slime; sniff, snuff; stays, stows, stews, styes; sweep, swap, swoop, swipe; witch, watch; wheel, while.

d. bad, bag, back, ban, bass, bat, bath; dead, deaf; dell, den, debt, death; drive dries; flog, flock, flop, floss; gouge, gown,



gout; grime, gripe; how'd, howl, house; creed, creek (2),  
creel, cream, creep, crease, Crete; crouch, crowd, crown;  
Mead, meek, meal, mean, meet; Ned, neck, Nell, ne'er, net;  
peg, peck, pen, pep, pear, pet; pled, pledge; pied, pike, pile,  
pine, pyre, pies; rook, Ruhr; snake, snail; scratch, scram,  
scrap; swab, swan, swap, swash, swat, suave; stub, stud,  
stuff, stuck, stun, stung; spoof, spook, spool, spoon; scowl,  
scour, scout, scows; thud, thug, thumb; which, whiff, whig,  
whim, whip; yawed, yawl, yawn, yaws.

## 6

### THE CONSONANTS OF AMERICAN SPEECH

CONSONANTS in oral language result from an interrupted or impeded breath stream. The obstacle to the flow of breath may be either a partial or a complete blockage; it is usually formed by the tongue, the lips, or the teeth. You already know most of the consonants of English well; they are in your language. You have learned to say some of the remaining ones through your study of elementary English. This chapter is intended to help you with the ones that your teacher believes mark you as speaking with a foreign dialect, that reduce your intelligibility, and hamper your effectiveness in talking.

Physically consonants are less powerful than vowels and consequently are less loud than vowels.

Well-formed consonants are vital to intelligibility, both for you to understand a talker and for listeners to understand you.

**A Dichotomy at the Vocal Folds.** Some consonants are *voiced* and some *voiceless*. With your fingers in your ears make the hissing sound of [s::] (one long sound), and then [z::] (the buzzing sound of a bee). The first was voiceless; the second, voiced. Now you can differentiate voiced and voiceless sounds without stopping your ears. Voiced sounds are made with the vocal folds in rapid vibratory movement, blown into movement by the breath. If you will touch your Adam's apple lightly during phonation, you will feel the vibration. The voiceless consonants are made without movement of the vocal folds. Thus, *voiced* and *voiceless* account for a basic distinction among consonants and play a role in the sound systems of all languages. Notably, pairs of consonants that are formed as nearly alike as possible in all other features differ in that one consonant is voiced and the other, not, as *fat*, *vat* or *fat*, *fad*.

The consonants of oral English are illustrated by the italicized letters in the words that follow. The voiceless sounds are illustrated in the left-hand column and the voiced ones in the right column. Voiced and voiceless pairs appear in the same row. The phonetic symbols are shown in brackets.

<i>Voiceless</i>		<i>Voiced</i>	
1. <i>pain</i> , <i>lamp</i>	[ p ]	2. <i>bean</i> , <i>rub</i>	[ b ]
3. <i>top</i> , <i>sit</i>	[ t ]	4. <i>deep</i> , <i>bed</i>	[ d ]
5. <i>keep</i> , <i>book</i>	[ k ]	6. <i>gave</i> , <i>dig</i>	[ g ]
7. <i>food</i> , <i>loaf</i>	[ f ]	8. <i>vain</i> , <i>love</i>	[ v ]
9. <i>theme</i> , <i>tooth</i>	[ θ ]	10. <i>the</i> , <i>scythe</i>	[ ð ]
11. <i>soon</i> , <i>thus</i>	[ s ]	12. <i>zone</i> , <i>was</i>	[ z ]
13. <i>shot</i> , <i>wish</i>	[ ʃ ]	14. <i>azure</i> , <i>beige</i>	[ ʒ ]
15. <i>what</i> [hw] (not used at the end of a word)		16. <i>watt</i> [w] (not used at the end of a word)	
17. <i>he</i> [h] (not used at the end of a word)		_____	
_____		18. <i>yacht</i> [j] (not used at the end of a word)	
19. <i>cheat</i> , <i>bench</i> [tʃ]		20. <i>joke</i> , <i>wedge</i> [dʒ]	
_____		21. <i>lake</i> , <i>roll</i> [l]	
_____		22. <i>rain</i> , <i>door</i> [r]	
_____		23. <i>moon</i> , <i>come</i> [m]	
_____		24. <i>new</i> , <i>spoon</i> [n]	
_____		25. <i>ding-dong</i> [ŋ] (not used at the beginning of a word)	

The horizontal lines in the foregoing list of consonants subdivide the sounds in keeping with acoustic properties other than the aspect of tone that accompanies voicing. We shall discuss the consonants according to these groupings. Examples of each consonant are listed in Exercise 1 at the end of the chapter.

**The plosives.** [p/b/t/k/d/g] are audible explosives. They follow a momentary stoppage of the breath stream and the release of the pent-up air. If six consonants are the result of similar explosions of pent-up air, what distinguishes [p] from [t] and both from [k]; or similarly, [b] from [d] and both from [g]? (The presence or absence of vocal-fold action is the distinguishing feature that divides the six sounds into two equal groups, [p/t/k] and [b/d/g].) The three pairs differ because the air is obstructed at one place for one pair [p/b], at another place for the second pair [t/d], and yet a third place for the third pair of sounds. This place of obstruction is at the two lips for [p/b], is at the upper teeth or upper gum ridge for [t/d], and is at the hard palate for [k/g].

Consonants vary somewhat depending upon their position in a word. This is especially true of plosive consonants. The final plosive consonant has all the characteristics of the sounds described in the preceding paragraph *prior to the explosion*; these are sufficiently differentiating for a native listener or speaker to ascribe to the sound all of the properties of a plosive. Actually the explosion may not occur! This is bothersome, of course, for speakers of languages that either do not have words that end with plosive sounds or that have "rules" that require the release of the pent-up air irrespective of the position of the sound. Of course, some American speakers pointedly make end-of-the-word explosions. These speakers are rare, are frequently mimicked as "odd." They are sometimes individuals with a foreign dialect.

**The Fricatives.** [f/v/θ/ð/s/z/ʃ/ʒ] are formed by partial stoppages of the breath stream and in a manner to produce one or another amount of swish-like or "frying" noise. Unlike the plosives, the fricatives could be produced—if there were any reason for doing so—throughout an exhalation. They are continuants. The unique character of the particular hissing or frying sound of the fricatives is determined by the place at which the partial obstruction to the air flow occurs and the size of the opening through which the air escapes. The places of articulation are:

[f/v] lower lip against the upper teeth;

[θ/ð] tip of the tongue between the teeth; or—for some speakers—against the upper teeth or the gum, at about the point at which the teeth and the gum join;

- [s/z] tip of the tongue up or down, with a groove in the center of the tongue directing a small stream of exhaled air against the edges of the upper front teeth;
- [ʃ/ʒ] similar to [s/z] but with the air escaping through a wider opening; the sides of the first inch or inch and one half of the tongue are raised to form a trough instead of the groove that accompanies [s/z].

**The Glides and Aspirates.** [h/w/hw/j] are difficult sounds to describe and to learn. They are sometimes viewed as different “approaches to a vowel,” rather than as consonants. This point of view emphasizes one characteristic of the sounds: their rapid transitory nature. They are not plosives; yet unlike the fricatives discussed above these sounds cannot be prolonged. They are transitional and change in acoustic character from instant to instant.

Another feature of these consonants is that in one degree or another they have the sound of rushing air. The air is expelled in a gust; this gust of air is the consonant. The manner of effecting the expulsion of the air varies, depending upon what vowel follows the consonant. The word *thrust* is a helpful word in describing the physiological accompaniment of these sounds.

As a start toward producing [h] simulate a series of coughs, each a little less strong than the preceding one. After you have stopped voicing the cough, you are probably making [h], although overly vigorously. Now, learn to follow this sound with different vowels and to initiate the puff reliably without working downward from a cough.

Having learned to initiate the short puffs of the preceding paragraph, practice opening your mouth from the u-position during each unvoiced puff. Terminate this exercise with a vowel, e.g. [a]. You may be producing the first sound of *what* [hw]. Always have a terminal vowel in mind when you begin the exercise. If you will repeat this exercise with the vocal folds in action—that is, voiced puffs—you should get the consonant of *went* [w].

Fix the tongue rigidly in the position for [g]. Hold the position and practice the puff-and-mouth-opening that yielded [w]. This may give [j]. If not, try to initiate the glide from the position for [i].

After you have succeeded in making the consonants and have had them verified by your teacher and native listeners, you will find less strenuous ways of making these sounds. As implied in these paragraphs you should accept the fact that these sounds are of special importance to you. One of the very common foreignisms that is retained for years or a lifetime by adults who have come to this country is the substitution of [v] for both [w] and [hw].

The four glides and aspirates discussed here do not occur as the final sounds of words. We hope that you are no longer trying in vain to pronounce the final *w* of *flow*, *frow*, *meadow*. Doubtless, you remember trying to do so.

**The Affricates.** Each [tʃ] and [dʒ] is a combination of portions of two consonant sounds. *Diphthong* describes a pair of successive vowels; similarly these two pairs of partial-consonants are given a special name, *affricates*. The air is blocked as though for a plosive and then is released through an aperture for a fricative. Put your tongue, lips, and mouth in the position to make [t], block the outgoing air, and make [ʃ] instead of [t]. This voiceless combination yields the *ch*-sound of *church*, *witch*, *sandwich*. The sounds do have a double acoustic effect. This is suggested in the spelling *tch* in *witch*, *hitch*, *watch*, *catch*, a spelling that school children carry over incorrectly to *which*, *sandwich*, and many other words that contain the affricate [tʃ]. The sound of [t] is at least as much in evidence as in a final [t] that is not exploded. Thus, you may ask, is an affricative a pair of partial-consonants or simply a pair of consonants, as the blend [sw].

The voiced counterpart of the [tʃ] is [dʒ], made by blocking the air for [d] and releasing it through the aperture for [ʒ]. The double acoustic aspect of [dʒ] is reflected in the spelling of *edge*, *ledge*.

**The Laterals or Liquids.** [l] and [r] are very troublesome consonants for many adults of foreign language groups. (The student is fortunate if he only has to learn to drop the trilling feature of his [r].) In the production of [r] the tip of the tongue points toward, but does not touch, the roof of the mouth. The precise position of the tongue depends somewhat on what sounds precede and follow the [r]. (Assimilation is treated in Chapter 8.) The tongue rests farther back in the mouth when the [r] is affected



by [u] than when it is affected by [i]. The fact that the tongue does not come to rest against any structure contributes to the difficulty in learning to make the sound. The experience of saying this sound successfully may come through repeated trials of some *r*-blends as *grow*; mastery of the final [r] may come next, as in *grocer*; the initial [r]—that is, the [r] at the outset of a word—is the most difficult [r] to master. One person, after learning to say the sound, described it as “a gargle at the front part of the high portion of the mouth.” This generalization might suggest to you that you arch the tongue, try several degrees of rigidity of the tongue with it pointing at the high portion of the mouth, and then try to sustain a voiced sound similar to a neutral vowel.

For the newcomer to English the [l] is usually easier to say in isolation than in a word. The top of the tongue touches the roof of the mouth, near the front. The sides of the tongue do not touch.

**The Nasal Sounds.** [m/n/ŋ] are the only sounds of English that are made through the nose. They are voiced. The first two are easy: [m] is made with the mouth closed and the tongue flat in the mouth; [n] is made with the mouth open, the arched tongue touching the roof of the mouth approximately on a line with the molar teeth. There is more movement involved in saying [ŋ] and there is considerable difference from speaker to speaker in the way the sound is made. The tongue is arched against the soft palate as for [k/g], the mouth opened, and the voiced air exhaled through the nose. The sound ends with a slight “catch” or “stroke” as the contact between the tongue and palate is broken. Only rarely—and in a few geographical regions—is that “catch” sufficiently strong to resemble the consonant [g].

**A Rule.** The pronunciation of the past tense of regular verbs, formed by adding *d* or *ed* is amenable to rules. If the final sound of the verb is *t* or *d* there is a special rule that is treated in the next chapter. Otherwise, (a) when the last sound of a verb is a voiceless consonant, as *camp*, and the past tense is formed by adding *d* or *ed*, (*camped*), the final sound of the verb in the past-tense is [t], [kæmpt]; (b) in other instances the final sound of a verb in the past tense is [d], [lʌvd], [traɪd], [glʊd].

**Caution.** There are differences among consonants in addition to the ones emphasized here, for example differences in the duration of consonants and in the amount of air pressure at the point of articulation. The same sound when used at the outset and the end of a word differs in both duration and pressure! Such features may be largely secondary; in any event they are too subtle to fall within the scope of the present treatment.

### EXERCISES

#### 1. Read and expand.

We had a heavy rain yesterday evening and I could not get to the mail box. Therefore, I could not ..... the letter that ..... brother. I am sorry about this for it has been ..... since I ..... from him. Since then, as I have told you ..... His neighbors expect me to join a tribe of ..... while I am here, or at least to meet some ..... of the ..... west. Most of their knowledge about the United States comes from ..... When I return I shall tell them ..... , ..... , ..... , ..... .

#### 2. Practice the following lists of words. They include the consonants of the preceding discussion. This exercise includes words 300-399 from the list of most frequently heard words. A few other common words are added in order to make the rows approximately equal in length. Some words are repeated, being used to exemplify more than one consonant.

a. [p] pretty, pilot, picture, suppose, complete, possible, stop, camp.

b. [b] bad, battle, business, subject, possible, job, boy, body, member, baby, robe.

↓ c. [t] stop, two, attack, students, city, military, instance, yet, almost, tent, test, letter, story.

↓ d. [d] decide, body, student, defeat, dive, freedom, lead, produce, study, friend.

e. [k] consider, car, can't, picture, kind, tank, cut, pick, because, exact, walk, factory, attack, became.

- f. [g] goes, against, ago, group, exact, begin, gun, game, program, ground.
- ✓ g. [f] fire, future, rough, left, therefore, food, finally, figure, feel, fall, itself, often.
- ✓ h. [v] various, move, navy, I've, receive, civilian, cover, service, leave, above, you've.
- ✓ i. [θ] (th)row, south, method, forth, nothing, death, theory, earth, mouth.
- ✓ j. [ð] (th)erefore, weather, together, though, although, within, either.
- ✓ k. [s] system, speak, vicious, instance, stand, stop, study, subject, less, close, city, consider, second, democracy.
- ✓ l. [z] raise, isn't, position, size, business, close, suppose, music.
- ✓ m. [ʃ] shoe, sure, shot, vicious, issue, machine, fish, special, station, establish, wish.
- ✓ n. [ʒ] division, azure, usual, invasion, seizure, measure, vision, rouge.
- ✓ o. [hwa] whether, white, whale, while, whittle, wheel, wheat, whereby, wherever.
- ✓ p. [w] weather, walk, woman, worker, won't, wonce, anyway, win, without, quarter, wouldn't.
- q. [h] whole, hear, house, half, perhaps, behind, head, history, hold, himself, hope.
- ✓ r. [j] yet, young, you're, you'll, union, yourself, million.
- ✓ s. [tʃ] chance, church, reach, teach, inch, check, march, charge, actual.
- ✓ t. [dʒ] joy, majority, ledger, subject, engineer, age, advantage, engine, damage.
- ✓ u. [l] left, late, allied, usual, until, battle, follow, control, light, almost, deal.
- ✓ v. [r] radio, true, fire, dollar, group, future, pretty, therefore, car.
- w. [m] machine, mind, room, system, complete, mineral, I'm.
- x. [n] name, amount, minute, mind, machine, until, stand, control, soon, center.
- ✓ y. [ŋ] young, tank, bring, morning, nothing, among, congress.

3. The following list extends the list of most frequently heard words in classroom speeches to 500. Select words that illustrate all of the consonants. First seek examples of the rare ones. [ʒ/h/tʃ/dʒ-θ/ð/j]. Write the pertinent consonant in the brackets.

	a		b		c		d		e	
1.	ground	[ ]	quarter	[ ]	sent	[ ]	short	[ ]	supply	[ ]
2.	cut	[ ]	produce	[ ]	above	[ ]	eye	[ ]	increase	[ ]
3.	money	[ ]	practical	[ ]	town	[ ]	allow	[ ]	necessary	[ ]
4.	sometime	[ ]	class	[ ]	common	[ ]	destroy	[ ]	you've	[ ]
5.	camp	[ ]	exact	[ ]	church	[ ]	experience	[ ]	freedom	[ ]
6.	near	[ ]	company	[ ]	doesn't	[ ]	engineer	[ ]	lost	[ ]
7.	age	[ ]	cannot	[ ]	plant	[ ]	themselves	[ ]	bring	[ ]
8.	factory	[ ]	hold	[ ]	wouldn't	[ ]	usual	[ ]	brought	[ ]
9.	built	[ ]	couldn't	[ ]	figure	[ ]	himself	[ ]	pass	[ ]
10.	seen	[ ]	understand	[ ]	walk	[ ]	across	[ ]	especially	[ ]
11.	feel	[ ]	least	[ ]	pay	[ ]	rest	[ ]	speed	[ ]
12.	though	[ ]	continue	[ ]	eat	[ ]	opinion	[ ]	various	[ ]
13.	else	[ ]	fall	[ ]	won't	[ ]	although	[ ]	began	[ ]
14.	boat	[ ]	move	[ ]	free	[ ]	notice	[ ]	open	[ ]
15.	result	[ ]	rule	[ ]	success	[ ]	told	[ ]	both	[ ]
16.	gone	[ ]	itself	[ ]	morning	[ ]	often	[ ]	pick	[ ]
17.	remember	[ ]	saw	[ ]	top	[ ]	towards	[ ]	vote	[ ]
18.	base	[ ]	I'd	[ ]	map	[ ]	strong	[ ]	you'll	[ ]
19.	century	[ ]	forth	[ ]	period	[ ]	policy	[ ]	sit	[ ]
20.	cover	[ ]	department	[ ]	entire	[ ]	hope	[ ]	recent	[ ]

4. Make in isolation, or as nearly so as possible, the final sounds of the preceding words. Decide whether each final consonant is voiced or voiceless. After having pronounced the final sound of a word, say the entire word, making certain that you are saying the final sound. Repeat the exercise saying only the words that end with a plosive sound. Say these words, both with and without the explosions.

- ⑤ Supply words that rhyme with the following one-syllable words. Note: you will always change the first or the first two consonant sounds. Try reading row *a* forward and row *c* backward alternately, as *loan-cone*.

- loan, some, through, coughed, leaf, sieve, crew.
- wage, fear, post, gist, shall, term, play, weave.
- blue, live, reaf, soft, crew, gum, cone.
- cleave, weigh, firm, pal, list, roast, spear, rage.

6. Pronounce the antonym, that is *an opposite*, of each of the following words. While one student reads row *a* from the left to right another can read row *d* from right to left.
  - a. hard coal, anthracite, many, old, last, tight.
  - b. dull, fine, north, winter, fast, shallow.
  - c. come, high, finish, noisy, something, black.
  - d. loose, first, new, few, bituminous, soft coal.
  - e. deep, slow, summer, south, coarse, sharp.
  - f. white, nothing, quiet, start, low, go.
7. a. Many words of American English, especially names of places and rivers, came from the languages of American Indians, for example Shawnee, Pawnee, Sioux, Scioto, Tecumseh, Illinois, Cheyenne, Dakota, Kokosing. Some of these syllables are pronounced phonetically; others are not. Can you give examples of other words of this type that have come to your attention?
  - b. Some names of places in the United States show the effect of French colonization, for example, St. Louis, Charlevoix, Des Moines. Is the French pronunciation preserved? Other names reflect settlers from other countries. Can you give illustrations? (Most dictionaries include "A Pronouncing Gazetteer," a source of information about the pronunciation of places.)
8. Practice saying these groups of words. Put them into sentences. Avoid substituting [d] for [ð]; check your pronunciation of [v], [r], [l], [ŋ].
  - (a) these chairs . . . tears and<sup>a</sup> runners in hose, (b) two octaves above middle C, (c) Rudolph the red nosed reindeer, (d) ringing bells, (e) red hot coals, (f) coming home soon, (g) runner on second, (h) electric railroads.
9. Sentences for phonetic drill. Insert troublesome sounds in the brackets.
  - a. Damaged automobiles are repaired in garages. (Note [dʒ])
  - b. The young girl intended to go to Youngstown, not Johnstown. [j/dʒ]
  - c. A large circus may have acts in three rings simultaneously. [   ]



- d. Home economics, elementary education, and nursing are popular among girls. [   ]
- e. "Hit the nail and spare the finger" is a good maxim for the household carpenter. [   ]
- f. American schoolboys are familiar with Tom Sawyer and Huckleberry Finn, young characters created by Mark Twain. [   ]
- g. Although the normal undergraduate program lasts four years, there are Junior colleges that offer a two-year curriculum. [   ]
- h. College and University administrators in the United States usually do not have the responsibility for teaching or conducting research themselves. [   ]
- i. Some pencil sharpeners resemble rotating knives; others, and these include most sharpeners that one finds in offices, look like pairs of rotating screws that turn about two axes. [   ]
- j. The closing hour of \_\_\_\_\_ is six o'clock. [   ]
- k. Products that are produced \_\_\_\_\_. [   ]
10. Read aloud. (The passage is difficult to read!)
- Mason and Dixon's line more or less divides the North and the South in the eastern part of the United States. According to *The World Almanac*, "The Mason and Dixon's line was surveyed by two Englishmen, Charles Mason and Jeremiah Dixon (Nov. 15, 1763 and Dec. 26, 1767) to settle constant dissensions between the Lords Baltimore and the Penn family, the lords proprietors of Maryland and Pennsylvania respectively. The line runs along the parallel in latitude 39° 42' 26.3" and was originally marked by milestones, every fifth one bearing on one side the coat of arms of Penn and on the other those of Lord Baltimore."
11. Pronounce the past tense of the following verbs. Indicate in the brackets the sound that you add.
- | a              | b            | c           | d           | e            | f           |
|----------------|--------------|-------------|-------------|--------------|-------------|
| 1. ask [   ]   | use [   ]    | help [   ]  | risk [   ]  | owe [   ]    | color [   ] |
| 2. spell [   ] | boil [   ]   | burn [   ]  | fry [   ]   | cook [   ]   | mix [   ]   |
| 3. smoke [   ] | ooze [   ]   | pick [   ]  | wash [   ]  | fill [   ]   | fan [   ]   |
| 4. play [   ]  | reduce [   ] | seem [   ]  | enter [   ] | whip [   ]   | work [   ]  |
| 5. step [   ]  | live [   ]   | watch [   ] | walk [   ]  | change [   ] | move [   ]  |
| 6. raise [   ] | fish [   ]   | judge [   ] | turn [   ]  | chew [   ]   | call [   ]  |



12. The following lines include pointed references to unusual pronunciations or dialects of English. Read the material with the indicated pronunciation. Read it again with ordinary pronunciation and with the words changed to ordinary prose.
  - a. He gotta da bigga, da blacka moustache,  
 Good clo'es an' good style an' playnta good cash. (T. A. Daly)
  - b. I sha'n't forgit the night  
 When I dropped be'ind the fight . . .  
 'E lifted up my 'ead,  
 An' 'e guv me 'arf-a-pint o'water-green. (Rudyard Kipling)
  - c. Till a' the seas gang dry, my dear,  
 And the rocks melt wi' the sun! (Robert Burns)
  - d. A keerless, lanky sort was Joe,  
 An' kind o' lonesome like, you know. (Lewis W. Britton)
  - e. Woman's sho' a cur'ous critter, an' day ain't no doubtin' dat.  
 She's a mess o' funny capahs f'om huh slippahs to huh hat.  
 (Paul Laurence Dunbar)
  - f. Dear Sir,—You wish to know my notions  
 On sartin pints that rile the land;  
 There's nothin' that my natur so shuns  
 Ez bein' mum or underhand;  
 I'm a straight-spoken kind o'creetur  
 Thet blurts out wut's in his head,  
 An' ef I've one pecooler feetur,  
 It is a nose that wunt be led. (James Russell Lowell)
13. Prepare a short speech on "Pronunciation Dialects". Try to include material that is humorous to you.
14. Sentences for dictation.
  - a. Although he made a short speech yesterday he touched on many important topics.
  - b. Boys will talk if you bring up topics like dogs, cars, and guns.
  - c. I looked for several months last year to find a job near here.
15. Conversations for practice.
  - a. The clergyman on this street found my purse. You know the person I mean.  
 Oh, the elderly gentleman who lives on the corner?  
 Yes.

I have never met him.

He left the purse with our landlady this morning.

Have you thanked him?

- b. That silo is metal, isn't it?

Yes, some of the newer ones are made of metal.

But not all?

No, some are made of wood and others of tile.

Do all farmers have silos?

No, only farmers who raise cattle need silos.

- c. My shoulder is surely sore today!

Were you playing ball yesterday?

Yes, with some neighborhood children.

I guess you don't have rheumatism, then.

No, nothing like that.

Good. But several persons here are bothered by rheumatism.

- d. Where is the Chemistry Department?

Upstairs, second floor.

Do you think I can get my grade from the secretary of the department?

You had better go to the Registrar's office for that.

Is that in the Administration Building?

Yes, third floor.

- e. What is that long car?

Probably an ambulance; I can't tell from here.

It has a siren on top.

It's an ambulance then.

Why does it have the siren?

With the siren the driver can go at a speed consistent with the emergency.

- f. Who maintains park areas?

Do you mean city, state, or national parks?

I mean the park across the street from the campus.

That is a city park. The Municipal Park Commission is in charge of it.

The Commission must like formal flower gardens.

Not necessarily. The gardens may reflect the preference of one employee.

- g. Is it true that gorillas do not breed in captivity?

That's usually true; but a gorilla was born in Columbus,

Ohio a few years ago.

Is it alive now?

I haven't heard anything about it recently.

Was it born in a zoo?

Yes, in the municipal zoo.

h. How often do American farmers receive their mail?

Mail is usually delivered daily.

Do the farmers go to the post office for it?

No, it is put in a mail box near the farmer's house.

Who delivers the mail?

Postmen. They are employed by the Civil Service Commission. They drive their own automobiles.

16. Practice saying aloud the four groups of words that follow. They are arranged as in the preceding chapters.

a. ache, eke, oak.

b. dry, draw, drew, dray; plea, play, ply, plow.

c. beak, bake, back, buck, book, bike (also add s); cheese, chose, chews; dream, dram, drum; flag, flog; glen, glean; Gwen, Gwyn; he's, his, haze, has, hose; code, could, coed, cowed, cured; claim, Clem, clam, climb; Crete, crate, kraut; lease, lace, less, lass, loss, loose, lice, louse; mice, mouse; paid, pad, pied, pod, poohed; plaque, pluck; wreath, writhe; seat, sit, set, sat, sought, soot, suit, cite; scrawl, scroll; snag, snug; sprayed, spread; strayed, strawed, strode, stewed, stride; swear, swore; shred, shrewd, shroud; taught, toot, tight, tut; Thad, thawed; we'd, wade, wed, wad, wood, wide, wowed, weed, wooed; whim, wham.

d. bud, buck, bug, bum, bun, bus, but, buzz; dash, Dan, dam, dad, dab; drown, drought; flub, flood, fluff, flush; gleam, glean; growl, grouse; hewed, huge, hewn, hews; queak, queen; cob, cod, cog, cock, calm, cop, cot; coil, coin; mid, Madge, mill, Min, mere, miss, mitt, myth; nab, nag, knock, Nan, nap, nash, gnat; prep, press; plight, plies; rude, roof, rule, room, roost, root, Ruth, rouge; sis, sit, sieve; spade, Spain; slab, slag, slack, slam, slang, slap, slash, slat; sawed, Saul, song; struck, strum, strung; stewed, stooge, stool, stoop; teach, teak, team, teen, teeth, teethe, teas; trough, trawl, troth; thrown, throat, throws; weighed, waif, wage, wake, wail, wane, wait, wave, ways.

# 7

## THE SYLLABLE AND THE WORD IN AMERICAN SPEECH

THE speech sounds of Chapters 4, 5, and 6 are spoken and heard in syllables; syllables are heard in words; and words, in turn, in phrases and sentences.

**The Syllable.** A syllable is a sound or a closely knit succession of sounds. There is no perceptible pause within a syllable; there is a differentiation between syllables. This is in part a difference in loudness, in part a difference in pitch, and in part an apparent pause. The syllable invariably includes a vowel or diphthong, sometimes termed the nucleus of the syllable. About one half of the syllables of English are consonant-vowel (or diphthong)—consonant (CVC), as in *cat*, *down*, *top*. These are one-syllable words. Many foreigners add a syllable by exploding the final consonant and saying ['kætə], ['daunə] and ['təpə], an error that is apparent in Exercise 12 a of Chapter 6.

For the talker, the syllable is one, two, three, four, five, or more connected sounds that are said in a single contraction of the rib muscles, as in the words *a*, *no*, *in*, *cup*, *blue*, *ant*, *flat*, *swaps*, *lengths*, *scrounge*, *strengths*.

Poets usually write their lines of verse to include a specified number of syllables. If a typist or printer must divide a word between two lines the division is made between syllables.

The syllable is the most convenient and effective unit for an adult to use in practicing English sounds. A phonetic anomaly becomes apparent when it is part of a syllable. If the syllable *per*, *in*, *un*, *girl*, or *gear* is made satisfactorily, the vowel or diphthong and the consonant or consonants—unless the syllable contains only a vowel—within the syllable are acceptable. If, however, the

syllable is unintelligible or attracts attention, at least one of the member sounds is made poorly.

The foreign student often omits a syllable in polysyllabic English words. This error—the omission of a syllable, not merely a sound—implies that the student relies on the syllable as a basic unit of language in his talking and listening.

For the listener the syllable is a rapid auditory experience in which the sounds blend into each other too swiftly to be enumerated one by one. Some syllables, particularly prefixes and suffixes, add the same meaning irrespective of the remainder of the word and give the listener considerable help in understanding the new language.

English syllables are usually described relative to the beginning of the word, *first* syllable, *second*, etc. Although reference may be made to the *last syllable* counterparts for *ultimate* and *penultimate* are rarely used.

**A Rule.** The past tense of a verb that has as a final sound either *t* or *d* and that is formed by adding *d* or *ed* has one more syllable than the present tense has. The final letters *ed* are pronounced as a final syllable, always with the sound *d*, not *t*, for example *test-tested*; *cite - cited*; *hand - handed*; *provide - provided*.

**The Word.** The word that you hear may have one syllable or include two or more syllables. In the rhythm of on-going speech the time between words is usually no more than the time between syllables. (Exception: the speaker may pause for an inhalation between words, but would rarely do so between the syllables of a word.) The listener faces the staggering problem of recognizing the words of speech and this is tantamount to breaking the stream of syllables into words. Practice is essential. You should practice listening to messages that also appear in print, as the conversations at the end of these chapters. This practice provides an opportunity for you to verify your listening. Also you should listen to recorded material and re-play it until you are confident that you understand it.

**The Accent: Primary Stress.** Each polysyllabic word has one syllable that is accented. The talker and listener recognize this stressed syllable as being louder than the remainder of the word. It is also higher in pitch than the other syllables, and may be longer than it would be if the same syllable were spoken without the



accent. The accented syllable is prominent, stands out relative to the other syllables. The vowel of the accented syllable is not slurred, but is given relatively full quality. The placing of the accent on a particular syllable is an important part of "correct" pronunciation. The relative prominence of the accented syllable is greater in some words than others. It is also easy to give some words equal stress, particularly in isolation, as *blackboard*, *armchair*, *billboard*, *sidewalk*, *daylight*, *rainbow*. This fact has led to these words being used in testing hearing and labeled *spondee words*. Such a list would hardly include *ivy*, *income*, *sofa*, *elbow*, *knuckle*, *canal*, *signal*, *loser*, *figure*, *system*, words in which one or the other syllable is considerably more prominent than the other. Moreover, in connected speech one syllable of *blackboard*, *armchair*, etc. is accented.

Words may have several meanings; in particular many words are used as both verbs and nouns. Sometimes, the accent changes from one syllable to another with the different usages. [Although there is no absolute rule to guide you in knowing which syllable should be accented, the accent is frequently on the second syllable of two-syllable words when the word is used as a verb and on the first syllable when the same group of sounds is a noun or a modifier. The examples that follow include some exceptions to this principle. The accented portions of the following words are italicized.

ADJECTIVE	NOUN	VERB
<i>present</i>	<i>present</i>	<i>present</i> (Note difference in syllabification)
	<i>produce</i>	<i>produce</i>
	<i>control</i>	<i>control</i>
	<i>subject</i>	<i>subject</i>
	<i>program</i> (optional)	<i>program</i> (optional)
	<i>record</i>	<i>record</i> (Note difference in syllabification)
	<i>notice</i>	<i>notice</i>
	<i>effect</i>	<i>effect</i>
<i>perfect</i>		<i>perfect</i>
	<i>contract</i>	<i>contract</i>
<i>refuse</i>	<i>refuse</i>	<i>refuse</i> (Note difference in syllabification)
	<i>proceeds</i>	<i>proceeds</i>
	<i>regress</i>	<i>regress</i>



**Accent: Intermediate Stress.** The foregoing discussion emphasizes, through the examples, two-syllable words. In words of three or more syllables there may be intermediate degrees of stress; in turn, the characteristics of the accented syllable are partially present in the syllable with intermediate stress. Usually, English is described as having four degrees of stress. These are apart from the usages implied by *loud voice*, *sotto voce*, *scream*, *whisper*, etc.

The degrees of stress with a multisyllabic word have counterparts among the words of phrases. Lists such as the following may help you to detect four degrees of stress (Some researchers maintain there are only three). Read these pairs of words in columns and in rows, always stressing the second word. You and your American colleagues will find different amounts of stress on the first words of different groups. You may detect four degrees of stress!

a	b	c
look there	your best	the boy
five days	no gain	an egg
old cards	ask him	and sign
big boy	get up	to him
struck ten	each man	a few
too few	two thieves	to go

You are now ready to study the degrees of stress in such words as *discernible*, *necessary*, *diatribe*, *seminar*, *admirably*, *disputable*, *alleviate*, *ballustrade*.

**Words with Prefixes.** You should know the common prefixes of English words well and practice combining them with words and saying the combinations along with the same words without prefixes. One of the advantages of prefixes to a listener was suggested in Chapter 6: the prefix conveys meaning easily. There are also some disadvantages. The prefix *in* is easily heard as the preposition *in*. The meaning of the prefix *in* may be similar to the meaning of the preposition, as *inhale*, or it may be quite different, with the meaning of the prefixes *il* and *ir* (not), as *infinite*.

**Compound Words.** Pairs of words that are used as single words are difficult to grasp readily. In printing, these words are frequently hyphenated, especially when they are adjectives and precede the word they modify. In speech the pairs of words occur with the

auditory pattern of one word and often have a single accented syllable.

An important part of the English vocabulary has arisen from compounding, for example *notwithstanding* (conjunction), *anybody* (pronoun), *goodbye!* (interjection), *into* (preposition), *nearby* (adverb), *overtake* (verb), *hit-run* (adjective), and *city-state* (noun). Many compound words are conventional and have been in your English reading assignments. Others are as fleeting as the advertisements in which new compounds frequently occur.

Some examples of both formal and informal compound words follow.

a	b	c	d	e
1. ready made	half true	song time	new look	dress length
2. handy man	know how	good for nothing	on going	feather soft
3. man hours	little known	man made	go around	surf blue
4. point hour ratio	number five man	above given	lead car	carrier based
5. picture business	paint business	drug business	short supply	coffee break
6. study group	supply store	age old	freedom loving	slap happy
7. test run	morning period	century old	rest period	pancake mix
8. chance meeting	square shooter	six shooter	fellow sufferer	drip dry
9. party boy	advance man	true blue	home spun	operation skyhook

Expressions such as these—and there are many of them—are essentially additions to the English vocabulary, at least for the student who expects to hear words that he can find one-by-one in his pocket dictionary. This vocabulary of compound words is not one that the new student of English should hope to use quickly. It is fraught with matters of propriety, similar to slang. You will, however, begin at once to develop a listening comprehension of these compound words that have the auditory characteristics of one word and the spelling of two words, and that may have a meaning that is not apparent from the logical definitions of the constituent words.

**Weak Pronunciations of Syllables.** The disparity between the spoken sound of English and the pronunciations of words that are given in the dictionaries is not peculiar to English; this inconsistency occurs in all languages, spoken informally, and is natural. In Chapter 4 *the* was used to illustrate the sound of the vowel *schwa*. This is a weak pronunciation of a word that is rarely pro-

nounced in the manner indicated in dictionaries, the same as the word *thee*.

Platform address is often easier to follow than conversation, for the syllables of words are spoken more in keeping with full dictionary pronunciation in public address than they are in conversation.

### EXERCISES

1. Read and expand.

I have, of course, answered the letter \_\_\_\_\_. I was slow in replying, first because \_\_\_\_\_, and second because \_\_\_\_\_. I had a lot to tell him: (a) \_\_\_\_\_, (b) \_\_\_\_\_, etc.

2. Sentences for reading and completing.

a. Except in certain laboratories temperature in the United States is usually stated in Fahrenheit degrees. The formula for changing from Centigrade to Fahrenheit is \_\_\_\_\_.

b. There are fifty-two playing cards in a deck. The four suits are \_\_\_\_\_.

c. The prevailing wind here is from the west, but the cold wind is often from the \_\_\_\_\_ and warm winds from the \_\_\_\_\_.

d. The important rivers that flow into the Mississippi are the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

e. Evening red and morning grey

Sets the traveler on his way.

Evening grey and morning red

Brings rain down upon \_\_\_\_\_.

3. Practice saying the indicated number of syllables clearly. Underline the accented syllables.

1 syllable	2 syllables	3 syllables	4 syllables	5 syllables
mere	mirror	government	supremacy	university
whole	horror	semester	economics	personality
none	neon	committee	psychology	representative
write	riot	manuscripts	importantly	ingenuity
tear	terror	electric	consequently	necessarily
spurt	spirit	foreigner	ordinary	irradiation

4. Direct the members of your class to the following places, using the names of streets, the words *right*, *left*, *north*, *east*, *south*, *west*, the numbers of highways, etc. Draw a map on the blackboard if you wish.

- a. The central post office by way of the city hall.
- b. The city library on the way to the county court house.
- c. Your school's theatre.
- d. A route for a pleasant hike.
- e. The ready-to-wear section of a department store.
- f. A city in the Rocky Mountains.
- g. An early city of North America.
- h. A site that you have found interesting.
- i. A center for the production of automobiles, tires, oil, corn, copper, lumber, airplanes, cotton, tobacco, coal.

5. The following words extend the list that you have been practicing to approximately 600 common words. Check your pronunciation and listening familiarity with all of them. Place vertical lines between the syllables of these words. Underline the accented syllable. Encircle the compound words. Write words in the brackets that are acoustically similar to the words that are listed but that do not contain the same number of syllables. A few examples are listed.

a	b	c	d	e
1. troop	[trooper] I've	[ ivy ] meet	[neatly] reach [preacher]	right [writer]
2. average	[savage] kill	[ ] leave	[ ] pull	[ ] purpose [ ]
3. save	[ ] step	[ ] within	[ ] instead	[ ] law [ ]
4. past	[ ] send	[ ] wonder	[ ] fish	[ ] invent [ ]
5. nothing	[ ] ourselves	[ ] science	[ ] definite	[ ] drop [ ]
6. teach	[ ] hear	[ ] island	[ ] matter	[ ] modern [ ]
7. oil	[ ] particular	[ ] wait	[ ] advantage	[ ] among [ ]
8. face	[ ] member	[ ] due	[ ] effect	[ ] gave [ ]
9. knew	[ ] prove	[ ] simple	[ ] article	[ ] clean [ ]
10. clear	[ ] direct	[ ] either	[ ] paper	[ ] pump [ ]
11. tried	[ ] aid	[ ] basic	[ ] discover	[ ] immediate [ ]
12. office	[ ] real	[ ] statement	[ ] defeat	[ ] dive [ ]
13. effort	[ ] friend	[ ] revolution	[ ] sea	[ ] speaker [ ]
14. union	[ ] white	[ ] automobile	[ ] care	[ ] concern [ ]
15. inch	[ ] low	[ ] organize	[ ] piece	[ ] record [ ]
16. we've	[ ] already	[ ] difficult	[ ] enter	[ ] heat [ ]
17. international	[ ] physical	[ ] price	[ ] race	[ ] situation [ ]
18. wasn't	[ ] we're	[ ] yourself	[ ] behind	[ ] throw [ ]
19. trouble	[ ] anyway	[ ] engine	[ ] fast	[ ] party [ ]
20. report	[ ]			

6. Sentences that illustrate regionalisms in oral language.
- Eggs are fried in *skillets* or *frying pans* and in some parts of the country these are called *spiders*.
  - Most farmers say that they *cultivate* their corn; some say they *plow* it.
  - Paper bags* and *paper sacks* are the same; in some regions these are called *pokes*.
  - A man wears *pants* or *trousers* more often than *breeches*, and sometimes a *vest* but not a *waistcoat*.
  - In most places school children are called *pupils* or *students*; in a few regions, *scholars*.
  - The second digit in 10 is variously called *zero*, the letter *o*, *cipher*, *ought*, and sometimes *nought*.
7. Sentences for reading.
- The first permanent settlement by the English in the United States was made in 1620.
  - The site of the landing was Plymouth Rock in what is now Massachusetts.
  - The nearby region including several states has retained the name New England.
  - These states, in addition to Massachusetts, are Connecticut, Rhode Island, New Hampshire, Maine, and Vermont.
  - Maine and Vermont were not among the original thirteen states of the Union.
8. There are many irregular constructions among the prefixes of English words. For example, a word may have the same meaning with or without a prefix; also, there are words with prefixes that do not have counterparts without prefixes. Consider these pairs of words: (a) valuable, invaluable; (b) peril, imperil; (c) flammable, inflammable. Identify twenty words in Exercise 5 which are commonly used with prefixes.
9. Pronounce the past tense of these words. Write either *t* or *d* in the brackets to indicate the pronunciation that you use.
- |    | a      |     | b      |     | c     |     | d       |     | e       |     | f     |     |
|----|--------|-----|--------|-----|-------|-----|---------|-----|---------|-----|-------|-----|
| 1. | act    | [ ] | part   | [ ] | amend | [ ] | waste   | [ ] | need    | [ ] | hunt  | [ ] |
| 2. | greet  | [ ] | invent | [ ] | start | [ ] | want    | [ ] | avoid   | [ ] | shout | [ ] |
| 3. | skid   | [ ] | round  | [ ] | treat | [ ] | sound   | [ ] | land    | [ ] | last  | [ ] |
| 4. | attend | [ ] | result | [ ] | limit | [ ] | correct | [ ] | suggest | [ ] | doubt | [ ] |



10. Sentences similar to ones that will be used in dictation.
- a. Some people work as hard to get out of work as to get it done.
  - b. This student has always had to have outside work to pay his way through school.
  - c. The training of scientists is of interest to every one of us in this century.
11. Conversations for practice.
- a. Are hotels air-conditioned in New England?  
I don't know; I'll find out this summer.  
Oh! Are you going there?  
Yes, I'm stopping in Boston on my way to Canada.  
I wish I could see Boston.  
You should. A trip to Boston is like a course in American history.
  - b. Isn't that a pretty table? What kind of wood is it?  
I think it's cherry.  
Are you going to refinish it?  
Yes, when I get these four chairs done.  
What style is that table?  
I don't know; I call it Early American.
  - c. Is it Black Angus cows that your uncle raises?  
Yes, he used to have Holsteins.  
Why did he change?  
He wanted to cut down his dairy business and build up a beef herd.  
Black Angus aren't dairy cattle?  
No, they're primarily a beef breed.
  - d. Did you have any problems in painting your basement?  
The biggest one was finding the time. Painting a cellar is more tedious than you would think.  
What color?  
The walls are tan and the ceiling a dark brown.  
Are the walls dry in rainy weather?  
Yes, since I caulked a couple of leaks several years ago.
  - e. I understand that you raise tropical fish.  
Yes, but I only have a few this year.  
Is there a good market for them?



Yes, there's a good market, but that's not the reason I have so few. I was unable to take care of them properly while my grandchildren were visiting me.

You forgot to feed the fish?

Let's say that they got irregular attention!

- f. You seem to like to stay behind a truck while driving in this fog.

Yes, the truck serves as a pilot-boat.

Does it bother the truck driver for you to follow him?

Some truck drivers say that they feel helpful when cars follow them in a fog.

I suppose we are creating a line of traffic.

Probably, but in a bad fog a line of traffic may be helpful to everyone.

- g. There is a lot of variety in the cloud formations today.

Yes, I wish I knew something about meteorology.

The best formations are made by cumulus clouds.

Those big white billowy ones?

Yes, the low ones.

The high feathery ones often foretell bad weather, I am told.

- h. I surely learned a lot in the planetarium.

So did I; I hope I can remember the dates for my examinations.

Were you alive the last time Halley's comet was visible?

Hardly, I believe that was in 1910.

Yes, the year of Mark Twain's death.

Wasn't it a coincidence that he was born in 1835 under an appearance of the comet and died in the year of its next appearance?

12. Practice saying aloud the four groups of words that follow in the order of the words of the preceding chapters.

a. urge, age edge.

b. fee, fie, foe, few; pray, pry, prow.

c. bill, bale, bell, ball, bowl, bull, bowel, boil (also add s); D's, days, does (2), dues, dies; drain, drawn, drone, drown; flick, flake, fluke; gig, gag; he'd, hid, head, had, hod, hoed; whose, highs, hews; keyed, kid, Cade, cad, cod, cowed; clean, clan, clown; crows, crews, cries; lute, lit, late, let, lot, loot, light,

lout; meet, mate, met, mat, moat, moot, might, mute; pig, peg, pug; plum, plume; praise, prose, prize, prow; scream, scam; sleep, slip, slap, slop, slope, sloop; sneak, snake, snack; sprite, sprout; strafe, strife; teeth, tooth; theme, thumb; whip, whoop.

- d. bone, bowl, bore, boat, both, bows (2); dock, doll, don, dot; feed, feel, feet, fees; flowed, flown, floor, float, flows; heave, he'd, heal, heap, heat, he's; Jean, jeep; kid, kick, kill, Kim, kin, kiss, kit; clod, clog, clock, clot; cube, cued, cure, cute, cues; made, make, mail, maim, Main, mate, maze; knock, not; patch, pad, pack, pal, pan, Pam, pap, pass, pat, path; pride, prime, price, prize; ride, rile, rime, ripe, rice, right, writhe, rise; skid, skiff, skill, skim, skin, skip, skit; sprayed, sprain, sprays; smack, smash; sauce, sought, saws; stews, stewed; spouse, spout; treed, treat, trees; tub, touch, tough, tug, tuck, ton; trudge, truck; thighed, thighs; thrice, thrive; web, wed, wedge, well, wear, wet; you'll, you're, use (2), youth, you've.

## 8

### GROUPS OF ENGLISH WORDS: PHRASES

**H**AVE you thought about the statistics of your native language, the common and the uncommon letters or symbols, the most frequent sounds, and the words that are said most often? The dictionary with its one-by-one enumeration of words is of no help in answering these questions. You have already become aware of some of the statistics of English, (a) that fifty different words are said over and over to the extent that they make up half of the words of sustained discourse, (b) that *the* occurs about 10 times in 100 words of English text, (c) that the 100, 200, 300, 400, 500, and 600 words that occur most frequently in classroom speeches have been isolated, and (d) that some sounds occur with greater and others with lesser relative frequency.

**Word Groups.** The frequent occurrence of some words and sounds in English has a counterpart in the fact that some words appear together as a phrase and that some of these phrases recur quite frequently.

**Word Groups and Listening.** Listening is facilitated by a familiarity with probable sequences of words. You can acquire this familiarity. Extract short word-groups from a newspaper or textbook and say them aloud several times; in short, become accustomed to an order in which common English words occur. The order of the words that you have selected is probably a common order, not a rare one. Frequent practice with these groups of words will help you overcome your habitual oversights: your failure to detect the little words of English, the ones that are not emphasized in the flow of speech.

Familiarity with groups of words will save you time. As mentioned in the preceding section, it is frustrating to search in a dic-

tionary for a word that doesn't exist! A pair of familiar words was heard as one unfamiliar one! The difference between *a bout* and *about*, *a round* and *around*, *in decent* and *indecent*, *night rate* and *nitrate* may lie in the context of the passage and not in the auditory experience. The pair may sound identical to one who is not practiced in listening to American speech. A familiarity with short logical groups of words is essential for listening comprehension.

**Word Groups and Speaking.** Facility with oral phrases is also rewarding to the speaker. The oral language is not a sequence of words strung together as beads on a string, a slow word-by-word progression. As you study the flow of speech of your new classmates you detect that the vowels are spoken with different pitches, durations, and loudnesses, that some words are slighted, and that some are louder than others. There is considerable variation in the voice from one moment to the next. This sequence of oral English has aspects of melody, different from the melody of your language. Both the frequent recurrence of identical short word groups and of the form of such groups become evident. A phrase is an oral unit, often bounded by pauses. As you acquire the rhythm of these phrases you add to your facility to progress readily from one portion of a sentence to another and to talk with the melody of American speakers.

In addition to durational features a phrase has characteristics of stress or accent. One syllable within the phrase is usually spoken with greater emphasis than all other syllables. As you hear this aspect of the phrase you should try to reproduce it in your own speech.

Practicing phrases aloud—indeed, imitating an American speaker—is a valuable procedure. You, thereby, become accustomed to the common positions of the adjective and adverb relative to the noun and the verb, both the consistencies and the inconsistencies of the prepositions. Yes, the study of phrases, out of context, can make you familiar with the way words fit together and some of the statistics of the English language. You should supplement this with the aural feature of imitating the phrases of American speakers.

**Phrases of Grammar.** Some groupings of words derive from the grammar of the language. The prepositional phrase, for example, is a preposition and an object (*on paper*) and possibly includes one or more modifiers (*on white paper*; *on clean white paper*). This word group has some of the characteristics of a single multisyllabic word for the speaker. In the simple direction, "We shall write this on white paper," as spoken to an audience of 400 people, the phrase *on white paper* might well be set apart from the remainder of the sentence and the syllable *white* said louder than the syllables *on*, *pap*, *er*. Such features, although more definite in public address, would persist in informal discussion as well.

The prepositional phrase is illustrative of groups of words that have close affinity because they form grammatical units within a sentence. The verb phrase (*should have gone*) and the infinitive (*to go*) are other examples.

**Assimilation.** A nasal consonant often affects a preceding or a following vowel, one or both being somewhat nasalized. This phonetic change is insufficient to alter the meaning of the word; that is, in English, words are not differentiated by a nasal vowel in one and an oral vowel in the other. The influence of one speech sound on another, assimilation, becomes particularly apparent among the words of an oral phrase. One sound may serve two words, ending one and beginning the next one, as *sure ran* [ʃʊræn]. In similar manner a sound in one word may affect the next word, as *would you* [wʊdʒu]; and in some combinations a sound is omitted, as *old man* [olmæn].

Assimilation varies in its acceptability: it is good if it contributes to easy, rhythmic speech and does not convey an impression of carelessness in speech; some assimilation is sub-standard and is to be avoided. This is hardly an area in which rules can be expected to hold. You will listen for examples of assimilation and then depend upon a teacher and friends to guide you.

## EXERCISES

1. Each of the following groups of words taken from newspapers, contains five syllables. First, practice reading the italicized words; then read the entire phrase and add a word or two

before and after the phrase to make a sensible unit, e.g., "Later, they will take their two older children."

a

1. they *will take* their two
2. *the special bill* signed
3. start *this time* against
4. neighbors *to drive him*
5. *if nights are cool* may
6. is scheduled *to leave*
7. on *the east fringe* of
8. said *in many ways*
9. said *they were* agents
10. *when asked* if he shot
11. *for twenty years* the
12. in *the feature match*
13. who *have been* denied
14. *these officers* were
15. *playing in the lot*
16. patrol said *the car*
17. today *as head coach*
18. outfit *a scant half*
19. attempting *to park*
20. it *also marked* the
21. *he won* the richest
22. *in and around* the
23. *was taken* because
24. attempting *to go*
25. *to remember* names
26. candidate *will be*
27. prevailed *in many*
28. as *mere incidents*
29. the *animals were*
30. issued *this copy*
31. except *for the time*
32. *for a bonus* in
33. limited *to the*
34. *a half* ago by
35. *to the area*

b

the charge *was leveled*  
*from home* and then held  
*will feature* four others  
names of *kings and queens*  
when *the first* of the  
*for the reasons* which  
*informed sources* said  
work closely *with him*  
*was found* floating in  
and *was struck* by the  
*for what will happen*  
whither *we are* bound  
loudness of *his voice*  
is not *that kind* of  
of *this is the fact*  
probably *will catch*  
team took *the title*  
*there are a lot* of  
stepfather *will be*  
*the absence* of two  
*a workout* for both  
*to decide* whether  
here *at a meeting*  
*there was* however  
continued *to beat*  
today *to both* the  
be *drifting a bit*  
*the victory* gave  
nominee *has won*  
*he was* formerly  
by *an auto* near  
*a year ago* so  
*a petition* has  
of *a popular*  
last seen *yesterday*



2. Divide the phrases of Exercise 1 into syllables, for example, pre/vailed/in/man/y. You should find five syllables in each phrase.
3. Compile 15 phrases in each of the following categories from newspapers or your textbooks: four syllables, five syllables, four words, five words.
4. Re-read the phrases of Exercise 1 substituting a synonym or antonym for one word, for example, "they will bring their two," "the charge was made," etc.
5. The following groups of words both fit together and can be used as a grammatical unit. Practice saying them many times.
 

of southern Florida, in the Everglades, is said, of the United States, to see, in Yellowstone Park, in time for dinner, before you come, on top of the table, in the first place, under the table, might have been, throwing a ball, pen and ink, life insurance salesman, where I looked, towel and washcloth, four-lane traffic, cup and saucer, knife and fork, shoes and socks, on the rug, rocking chair, magazine section, in conclusion, from my point of view, around the corner, hat and coat, house and barn, name and address, to left field, through the line, on the third floor, to the left, in the second place, straight ahead, in the long run, blew hot and cold.
6. Pronounce these words separately and together. Try to detect instances of assimilation.
 

bus stop, first time, just you, old boy, first shot, not time, all out, should you, cold yet, next stop, these seem, book case, quit your, medicine enough, practice shot, first step, waltz time.
7. Extend the following sentences.
  - a. Two senators are elected from each state. Thus, there are. . . .
  - b. An elected official must be a resident of the unit he represents. This means that Sen. \_\_\_\_\_'s home is in \_\_\_\_\_.
  - c. Each political party nominates a candidate for President every four years. The most recent candidates of the major parties were \_\_\_\_\_.

- d. The highest judicial body is \_\_\_\_\_. The members are appointed by \_\_\_\_\_, approved by \_\_\_\_\_, and serve \_\_\_\_\_.
- e. Members of the House of Representatives serve for \_\_\_\_\_.
8. Specify one variety of each of the following categories and add two or three logical words before or after the name, for example, "a, [say the letter] steaming hot oatmeal"; "b, shiny new Pontiac"; "b, large expensive automobile"; "y, brown oblong ball."
- (a) breakfast cereal, (b) automobile, (c) vegetable, (d) ice cream, (e) soft drink, (f) railroad, (g) house, (h) dictionary, (i) college or university official, (j) fountain pen, (k) kitchen utensil (l) river, (m) state, (n) lake, (o) national park, (p) tree, (q) coin, (r) flower, (s) dog, (t) pastry, (u) amateur athletic association, conference, or league, (v) spice, (w) inflammable fluid, (x) seat, (y) ball, (z) bed clothes.
9. With reference to the items of Exercise 8, Student 1 says to Student 2 at his right, "I like oatmeal. What cereal do you prefer?" Student 2 replies to Student 1 and repeats the question to Student 3. Later, Student 1 to Student 2, "What kind of car is immediately behind the Pontiac?" Student 2 to Student 1, "A Ford, I believe," and to Student 3, "What kind of car is immediately behind the Ford?"
10. Read aloud.
- a. The Everglade region of Southern Florida is said to be the only sub-tropical portion of the United States.
- b. Everglades are by definition swamps.
- c. There are many animals in the Everglades of Florida.
- d. In 1942 a national park was set up in the Everglades.
- e. The Everglades, being in Florida, were not included in the Louisiana Purchase of 1803.
- f. The Louisiana Purchase involved land that is now in Louisiana, Arkansas, Missouri, Iowa, Kansas, Oklahoma, Nebraska, Colorado, Wyoming, South Dakota, North Dakota, Idaho, Montana, and Minnesota.
- g. The Louisiana Purchase also affected the interests of the United States in land that is now parts of Oregon and Washington.

h. Where do you plan to go next summer?

[I hope to go to]\* Yellowstone Park.

Where is it?

[Yellowstone Park is] in Wyoming.

Why [do you want to go there]?

[I want] to see the geysers and animals.

Is there big game in Yellowstone Park?

Yes [bears, buffalo, deer]; animals are protected there.

[Are they] dangerous?

No, but a person must not feed the bears.

11. Practice saying the following 100 words in sentences. These bring you through approximately the 700 most-frequent words in classroom speeches. The words *meteorology* (13b) and *meteorologist* (17a) happened to relate to a common occupational interest of the speakers. Likewise adults who are learning English have some interests that would cause some words to occur unusually often. What are some of yours?

a	b	c	d	e
1. shall	strike	act	command	death
2. equipment	knock	opportunity	station	cost
3. difference	establish	haven't	propose	shot
4. sound	south	wish	coast	leader
5. limit	plastic	ton	wrong	action
6. co-operate	distance	drill	duty	everyone
7. religion	require	divide	girl	information
8. mere	personal	travel	university	accept
9. aircraft	check	colonial	full	majority
10. object	practice	president	proper	stay
11. theory	tremendous	wind	audience	congress
12. drive	gain	fine	hit	I'll
13. major	meteorology	mine	provide	rise
14. someone	special	term	attention	attitude
15. dead	degree	feeling	music	afternoon
16. buy	enjoy	floor	march	marine
17. meteorologist	shoe	advance	charge	children

\*How much of the material in the brackets can be omitted? You will find that material in Exercise 14 can also be omitted. Apply brackets to groups of words in the conversations of Exercise 14 that can be omitted without affecting meaning.

- |             |         |        |           |          |
|-------------|---------|--------|-----------|----------|
| 18. compare | discuss | expect | held      | national |
| 19. nice    | outside | pole   | represent | split    |
| 20. square  | team    | train  | watch     | ahead    |

12. Many newspaper headlines seem to be only groups of words. Can you extend them to sentences? Copy the headlines from a front page of a newspaper and try to make the implied sentences.

13. Sentences to study in preparation for exercises in dictation.

- a. Here is an idea that might work well and that you can try out with your class.
- b. The reason is that the train waited more than an hour for the track to be cleared.
- c. He says the little girls will go to the show if they have enough money with them.

14. Conversations for practice.

- a. I don't think I'll go to school this morning.

Why not?

I have a headache.

I'm sorry, I'll take careful notes for you to study.

Will you tell Professor Jones that I'm ill?

Yes, and I'll ask him for your examination paper if he hands them back today.

- b. Whose turn is it?

Yours.

Didn't I just play?

I don't think so. Let's count our cards.

I dealt, played first, and have 4 cards in my hand.

You're right. It's my turn. I have 5 cards.

- c. How do you like your new coat?

It's quite warm.

It's certainly a nice looking one, and it fits you well.

Thanks, I had to have a new one and I bought this one on sale.

Here?

Yes, at Smith's Department Store.

- d. Who is Johnny Appleseed?

An early Ohio pioneer.

How did he get such a strange name?

Because he always carried a bag of appleseeds and planted them as he traveled.

Was he eccentric? What you might call a *character*?

Yes indeed, and he dressed the part. He had a pan for a hat, ragged pants, a potato-sack shirt, and no shoes.

e. Why is your grass so green?

I water it every evening.

Did you put lime on it last spring?

No, I put lime on it two years ago and some fertilizer this year.

Did you start your lawn from seed?

The front yard, yes; but I set out sprigs in the back yard.

f. I surely like this maple syrup. Where does it come from?

I think it's made in Northern Ohio.

Are there large maple groves in Northern Ohio?

Yes, but most groves are in New England.

Do they still collect water in a barrel?

Many times, yes, but sugaring off is becoming mechanized.

g. Who said "Fools rush in where angels fear to tread?"

I'll guess Shakespeare.

No, long after his death.

Then Benjamin Franklin.

You know that doesn't sound like Franklin's statements.

I remember now; it was Alexander Pope.

h. What's our history assignment for tomorrow?

We are to read six chapters of *Tynbee*.

Is the text on the reserve shelf?

Not now; there are several copies in the stacks though.

I hope that all of them are not checked out.

If they are, I have a copy that you can borrow.

15. Practice saying aloud the four groups of words that follow, arranged as in preceding chapters.

a. if, F, off.

b. fly, flee, flay, flew, flow; ray, rye, row (2), raw.

c. build, boiled, bold, bald; Dave, dove (2), dive; drip, drape, drop, droop; flip, flap, flop; gage, gouge; glass, gloss; heed, hood, who'd, hide, how'd, hewed; jib, jab, job, jibe; keg,

cog; quick, quake, quack; leave, live (2), love; maze, ma's, mows, moos, muse; plain, plan; rib, rob, rub, robe; raise, rose, ruse, rise, rouse; seethe, soothe, scythe; scrape, scrap; snip, snap, snipe; spreeds, sprays; streak, struck, stroke, strike; sweet, sweat, swat; thresh, thrush; wig, way; wheat, what, white.

- d. booted, boom, boot, booth; dove, dug, dud, duck, dull, dumb, done; fig, fill, fin, fear, fit, fizz; flute, flues; glen, glare; hid, hill, him, hip, hear; jeer, jib, jig, Jill, gym, gin, gip; cliff, click, clip, clear; cawed, cough, cog, calk, call; caught, cause; lead (2), leaf, league, liege, leak, lean, leap, lease, leash, leave, Lee's; Meg, men, mess, mesh, met; nought, gnaws, nor; plaid, plaque, plan, plat; pouch, pout; staid, stage, stake, stale, stain, state, stave, stays; snatch, snag, snap; sewed, soak, soul, sore, sown, soap, sews; strewn, strews; skewed, skews; tweed, 'tween, tweet, tweeze; toed, toll, tome, tone, tote, toes; they'd, they'll, they're, they've; whack, wham; Zeke, zeal, Z's.



# 9

## ORAL SENTENCES IN ENGLISH

**R**EAD the following sentences more than one time. A formal sentence develops a thought, somewhat in the manner that this one conveys an idea. As you study this written sentence you note that it ends with a period; other sentences may end with a question mark or exclamation point. Most formal sentences are statements. As was said under *word and sentence order* in Chapter 2, the typical sentence progresses from a noun with its modifiers, or a pronoun, to a verb and its modifiers and perhaps continues to include an object of the verb. A connective, a form of the verb *to be*, often substitutes for a verb of action and indicates a state (Harry is ill). Exercise 7, in the exercises at the end of this chapter, illustrates interchanges of *formal sentences* as long as the bracketed words are not omitted.

**Hearing a Sentence.** Oral sentences are usually not formal ones and may include only single words. These sentences grow out of earlier ones or of the situation in which the conversations occur. Each of the following words and groups of words can convey the idea of a sentence. Context is important however.

Pretty.	Hurry.	Come.
How come?	What next?	Think so?
What happened?	Upstairs.	Guess who?
Why?	Go on.	Who?
And now to a later time.	Could be.	Right now.
Across the street.	As usual.	Ten minutes ago.
Slippery today.	Twenty, I believe.	Ready.

Oral discourse is not easily reduced to formal sentences. For example, several readers studied the transcribed words of some

speeches that had been spoken in English and attempted to separate the material into sentences. There was a wide disagreement! Agreement was closer, however, when the judges looked at the words and heard recordings of the speeches at the same time.

The formal sentence in American speech is more frequently closed by a downward inflection than by any other form of inflection.

The preceding sentence is technical, but not difficult to understand. An inflection is merely a change in pitch. You are well aware of pitch. The several strings of a musical instrument have different pitches. You go from one note or pitch to another as you sing. The voice in speech also has a succession of different pitches, and these fall along a scale from low to high. As a speaker goes from one pitch to a higher one, he produces an *upward inflection*; from a higher pitch to a lower one, a *downward inflection*. He may produce more complicated inflections, as up-down or down-up-down. . . . Although it is frequently thought that a question in English is said with an upward inflection, in the majority of instances it, too, ends with a downward inflection.

Although it is convenient to think of three or four *levels of pitch* in speech, you may find it helpful also to think of the pitch of voice as constantly altering, higher or lower, in the progress of a word or sentence.

Fortunately, as suggested in Chapter 2, the American speaker is relatively free in the use of the voice. As mentioned earlier, in oral reading, individuals who are considered to be inept are more alike in their saying of the same sentence than are readers who are judged to be *good*. The latter show more variety from person to person and within a sentence than do the former. This variety includes changes in pitch, differences in the lengths of pauses, and changes in intensity and in rate. Both similarities and differences appear in the six readings of the same sentence portrayed in Figure 2. The speakers came from the same part of the United States. The latitude implied in this paragraph does not sanction license, the many nonsensical renditions that could be given a sentence. It only says there are many ways of using the voice as one is saying English effectively. There are also ways of speaking poorly. One of these is to talk with a minimum of inflection, a so-called *mono-pitch* or *monotone*.

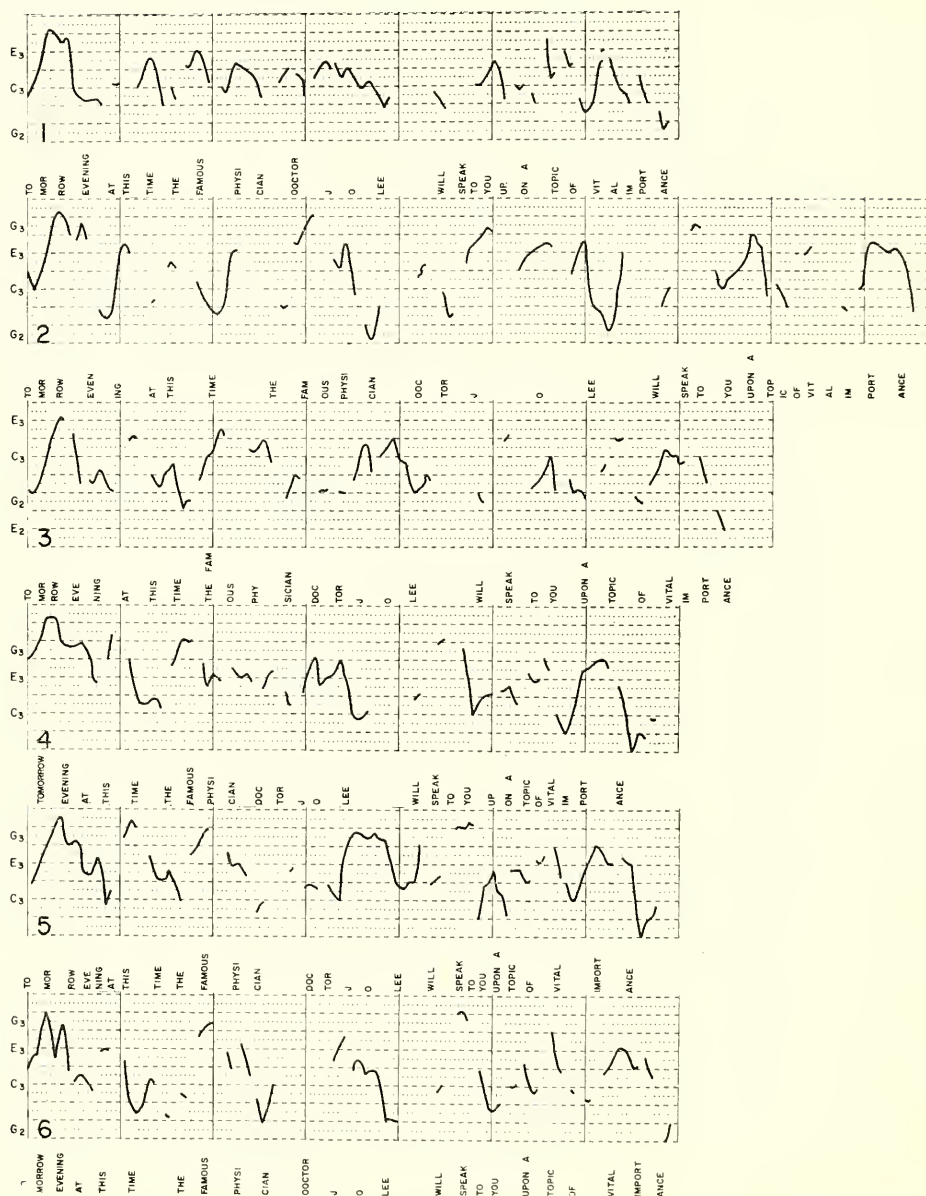


Figure 2. Pitch-duration curves that represent six male speakers reading the same sentence, "Tomorrow evening at this time the famous physician Dr. J. O. Lee will speak to you upon a topic of vital importance." The heavy vertical bars represent seconds. Time is shown on the abscissa and pitch ( $C_3$  = middle C = 256 cycles per second) on the ordinate.

Another way of saying a sentence poorly is to ignore the meaning. Inflection and emphasis are not independent of the content of a sentence and the principal import. The sentence, "Bill made his sidewalk of cement," might occur in response to (a) "Who would use cement for a sidewalk?" (b) "What would one use cement for?" or (c) "What would one use for making a sidewalk?" The greatest vocal effort (loudness) —incidentally, the highest pitch— would be on these words: for *a*, *Bill*; for *b*, *sidewalk*; and for *c*, *cement*. Pitch and vocal effort do not always go up and down together, but they usually do so unless a special conscious or habitual restraint is placed on one or the other. Your failure to talk in the manner implied in this sentence arises in part from your need to concentrate on vocabulary as you proceed word by word and in part from speaking in units that are shorter than phrases. These problems mastered, you too can achieve the natural inflection of the American sentence.

You can expect to hear an unusual speaker now and then who ends sentences—all sentences—and approaches all discernible pauses with an upward inflection, and certainly the foreign listener cannot expect that every major downward inflection denotes the end of a sentence or that every sentence ends with a downward inflection. You can, however, expect that the speaker is expressing his thoughts in what seem to him to be sufficiently complete units of thought to be grasped by a listener, and that the termination of each unit has some counterpart in voice.

Your goal in a classroom is to grasp a thought as it is said and to stand ready to follow the idea of the succeeding sentence as it is spoken. Conversation is helpful practice toward achieving this goal, for in conversation the listener can interrupt the speaker and can ask for a repetition of a word or phrase or for the meaning of a word.

While practice in conversation is helpful toward acquiring skill in detecting sentences, the ultimate goal lies in grasping sustained oral material, the topic of the next chapter. Every classroom lecture provides an opportunity for practice; also every newscast. These are too difficult? Then, listen to single questions and replies; to a student inquire for a book at the library and await the librarian's reply; to the storekeeper ask a customer what he wants, and be

ready for the answer; and to questions and answers in your classes. Such situations are structured to two ideas, a question that is a single unit of thought and a reply that is also a single unit. Your practice in grasping sentences in these circumstances is more advanced than the practice that comes from conversation and less advanced than listening to a lecture.

The radio, television, and movies provide advanced practice with auditory sentences. You set your own standards for success, ranging upward from the recognition of an occasional word. When you can follow the sentences of the radio readily, you are on a par with your United States classmates as a classroom listener. You are understanding thought units at the rate at which they are spoken. You are a competent auditor for English.

**Predicting the Sentence.** The highest achievement of a listener is to be able to anticipate what is coming and let the actual sentences sustain or disprove the prediction. Native speakers of a language have this ability to a much greater extent than do people who are learning the language as adults. As an individual proceeds to guess the successive letters of a sentence in the manner of Exercise 3 (below) he requires fewer guesses to predict the last half of a sentence than the first half. Obviously he is fairly certain of the most probable outcomes of the sentence. He can anticipate what lies ahead. This skill allows the listener to be a comfortable auditor. You will know when you have achieved this goal, for you will find yourself saying to your friends. "I thought the speaker was going to say (so and so); instead he said. . . . ."

**The Formal Sentence in Speaking.** The typical sentence in platform speaking is about 12 words long. This, then, is the length of the average sentence that you will say when you are proficient in talking and when you are making an expository speech. Meanwhile, you should use shorter sentences. A common fault among adults who are learning English is to continue from idea to idea, connecting the consecutive ones with *and*. Rather, bring your short sentence to an end. Follow with another sentence, although it be no longer than the preceding one.

The spoken sentence is a unit in intrapersonal communication: an idea has been put into words; a question has been asked; a single



response has been made to a set of circumstances; an oral stimulus has been spoken that is deemed adequate to elicit an oral response. As you know, you and the other foreign speakers have ideas faster than you can say them. Possibly this is one reason the intelligent adult who is inept with English is so eager to continue his verbal flow, to over-use the conjunction *and*: he has more to say than he is able to say. Possibly you experience a frustration under this circumstance: you want to state a point of view, substantiate it, and give the causes and results in the same amount of time that you would use in your native language. The entire composition is important; it should be said as a unit. You need to make your point. Hold yourself in check! One part at a time, please. State the idea. Let the voice and breathing accompany it. Put the vocal period (the downward inflection) at the end of the idea. Now continue with the second unit of your composition. Each of your short sentences can be comprehended by your listeners. A long, rambling flow of words cannot be understood.

**The Informal Sentence.** You were introduced to informal, fragmentary sentences in the conversations of Chapter 1 and have read and practiced them in all intervening chapters. The conversation about Yellowstone Park in the exercises of the preceding chapter suggested omitting unessential segments of a dialogue.

Often as words are omitted from formal sentences additional burdens fall on the voice. Note the following sequence.

Where is Paul?

Home.

Home?

Yes, sick.

Sick?

Measles.

Oh.

In these instances the one-word sentences provide interesting contrasts. The first *home*, factual and unemotional, might be spoken with a downward inflection. The second one may imply surprise and be an upward inflection. The two words *sick* may be similarly differentiated.



A pair of nasal sounds may replace *yes* in the foregoing sequence. As you hear these “grunts” of affirmation (there are others for negation) you are struck by the important roles of stress, duration, and inflection. The two-stroke sign of affirmation typically has stress on the first “syllable.” Emphasis, however, may change the stress to the second “grunt.”

It is also of interest that while either “yes” or “no” can be signified by a phonetic output that arises from a physiological set for [m], there is a sufficient lack of clarity to the sound that playwrights frequently spell it with different combinations of *h* and *m*.

When you ask for a repetition of a sentence or phrase, urge the person to repeat his words verbatim. That is the unit you want, not a paraphrased version of it. The original one was the speaker’s first notion about how to say his idea; he chose his words spontaneously and naturally. This is the kind of speech you want to learn to hear and use, not a studied re-phrasing of the idea.

## EXERCISES

1. Use sentences to describe and discuss (a) the classroom, (b) objects that you see from the classroom window, and (c) ones that you see on the way to school but that are not visible from the classroom. First, each student gives a sentence that begins, “This room . . . .” The sentences, spoken in rapid succession, are then reviewed, corrected, and some of them spoken in unison.
2. This is an important exercise that has many aspects of a game. You should be *source* for one sentence and *predictor* for the next and should continue in these alternate roles. Work with friends, both native speakers of English and students who, like you, are learning to be facile with the language. Select a sentence from printed material, for example, “He lost the race by inches.” Treat the English alphabet as containing 27 symbols, 26 letters and a *space*. Ask your friend to guess the first letter. Illustrative guesses and responses follow. Read row 7; then row 2; 3; etc. After you study the illustrative sentence, the guesses, and the responses you should be able to explain the rules to your friends.

The *Predictor* might say:

1. *t* (he might be thinking of *the*)
2. *a* (he now knows the first letter is *h*;  
he is possibly thinking of *half*)
3. *space* (he assumes the word is *he*)
4. *a*
5. *e* (he is thinking *let*)
6. *s* (he is thinking *lost*)
7. *t*
8. *space*
9. *h* (he is thinking *his*)
10. *h*
11. *e*
12. *space*

The *Source* would say:

- wrong, *h*  
wrong, *e*  
right  
wrong, *l*  
wrong, *o*  
right  
right  
right  
wrong, *t*  
right  
right  
right, etc.

If you wish to make comparisons with your classmates all of you should use materials of the same length. Soon you may stop using printed materials. You are then really the *source*, the generator of the sentences. As the *source* you probably will give your American friends some sentences that are not good English. Your friends will object strenuously, for you are depriving them of their knowledge of the statistics of English.

### 3. Read as assigned.

- a. "The plain states" is a loosely defined territory like "the West" or "the Midwest."
- b. Buffalo used to roam over the plain states.
- c. Later cattle were pastured at large on the plains.
- d. The plains are the relatively high flat land that lies east of the Rocky Mountains and west of the Mississippi River.
- e. Wheat is a principal crop of the plains in Texas, Colorado, Wyoming, Montana, North Dakota, South Dakota, Kansas, Nebraska, Oklahoma, Iowa, and New Mexico.

4. These are words 701-800 in frequency of oral usage in formal speeches. More than half of the words were used in different forms, for example, *manage*, *managing*, *managed*, *manages*, *manageable*. Practice saying several forms of these words in sentences. Try to include three words from a row in a sentence, for ex-

ample, "The doctor answered in a voice that really filled the room," or "For protection, he raised his arms and pushed himself away from the post."

a	b	c	d	e
1. air	answer	doctor	fill	human
2. inside	post	protect	push	raise
3. return	serve	size	trade	anyone
4. draft	earth	everybody	football	instrument
5. knowledge	manage	prevent	rate	swim
6. ability	attempt	color	disease	electric
7. fear	foreign	forward	kept	north
8. prepare	principle	rubber	sleep	thus
9. wage	wall	wide	alone	early
10. economics	explain	finish	glass	health
11. newspaper	official	pressure	railroad	range
12. scale	scout	shoot	silver	street
13. temperature	accord	approximately	blood	demand
14. division	except	fair	generation	grow
15. invasion	lack	post	pound	propaganda
16. quick	ready	straight	sun	appear
17. barracks	capture	crew	easily	family
18. glide	improvement	influence	issue	manufacture
19. mass	million	negro	poor	strip
20. stroke	suggest	tough	tree	unless

### 5. Sentences for reading.

- a. From 1920 to 1950 the production of soy beans in the United States increased twenty fold.
- b. Other crops to increase in yield approximately 50 per cent during this period, included corn, wheat, tobacco, sorghum, rice, flaxseed, hay, sugar, and citrus fruits.
- c. There was little change in the production of cotton, oats, barley, potatoes, or nuts during these twenty years, and a considerable reduction in the amount of rye that was grown.
- d. The most dense population in the United States is in Washington, D. C., New Jersey, and Rhode Island; the most sparse, in Nevada and Wyoming.

e. The first American to be awarded a Nobel Prize was Theodore Roosevelt, in 1906; the next was the physicist Michelson, 1907.

f. Denver, high in the Rocky Mountains, is the capital of Colorado. Rivers flow both east and west from the continental divide.

6. Insert words in the brackets. In doing so you are trying out your ability to predict English sentences. Different answers are possible. Compare your answers for *a* with Senator Fulbright's "answers" in the Exercises of Chapter 10.

a. Men of goodwill have long [ \_\_\_\_\_ ] to eliminate misunderstandings and prejudices among the [ \_\_\_\_\_ ] of this [ \_\_\_\_\_ ] world. The objective is, of course, [ \_\_\_\_\_ ].

The Educational Exchange Program is based on this conviction that sharing ideas [ \_\_\_\_\_ ].

The International Educational Exchange [ \_\_\_\_\_ ] is the largest foreign scholarship plan [ \_\_\_\_\_ ].

I believe that the program has been a success and I know [ \_\_\_\_\_ ].

b. The early travelers from the east coast of this country westward walked, or at best, rode horseback. Later [ \_\_\_\_\_ ]. And still later [ \_\_\_\_\_ ]. Today if one is going from Pennsylvania to Utah he is likely to [ \_\_\_\_\_ ]. I would prefer, however, to make the trip by [ \_\_\_\_\_ ].

c. Jane was sick Monday and we called [ \_\_\_\_\_ ] to see her.

When my dog was hurt we took him to [ \_\_\_\_\_ ].

My watch stopped; I shall take it [ \_\_\_\_\_ ].

Where is the nearest [ \_\_\_\_\_ ] who will [ \_\_\_\_\_ ] my shoes?

Bill is at [ \_\_\_\_\_ ] having his hair [ \_\_\_\_\_ ].

The doctor is not in his office; he is [ \_\_\_\_\_ ].

The veterinary, jeweler, cobbler, and barber belong to the same [ \_\_\_\_\_ ]. It meets [ \_\_\_\_\_ ], at noon.

7. Listen to a friend read these questions to you. He will speak rapidly. Give him appropriate replies. (Both *a* and *b* also provide a suitable framework for short impromptu oral reports.) He will then repeat the questions omitting the words that are in brackets.
- Have you made a public speech in this country? Where [was this]? How many [people] were there? What [did you talk] about? How long [did you speak]? Why do you think that people understood you?
  - Have you ridden in an American automobile? What kind [was it]? How far [did you ride]? Where [did you go]? How long was this trip (miles)? How long did it take you (hours)? [Did you] have any trouble? [Did you] see any other motorist in trouble? What kind [of trouble]? How much air was in the tires of your automobile?
  - Write a series of questions similar to the foregoing ones and ask an American friend to read them to you for replies. He should try to improve the wordings of your questions and will also appraise your responses.
8. Sentences to practice for dictation.
- More students than are now doing so should read the new books that are being published.
  - The young fellow who landed that big plane about an hour ago had a tired look on his face.
  - The car and the airplane are two means of travel that modern engineering has made available to everyone.
9. Read the following sentences to indicate the suggested meanings.
- Sentence *a*. I am sure this is Jack's coat.
- Meanings:
- To dispel doubt about the whole matter.
  - This is not Tom's coat.
  - This is not a piece of scrap material.
  - Is there anyone here who is *sure*?
- Sentence *b*. I was with him at the Union at nine o'clock.

- Meanings: 1. Where were you at nine o'clock?  
 2. Did I see you with June about nine o'clock?  
 3. Were you at the gymnasium last night about nine?  
 4. When were you at the Union?

Sentence *c*. Jack played the king.

- Meanings: 1. Who played the king?  
 2. Where is the king?  
 3. What did Jack play?

10. Conversations for practice.

- a. What'll the weather be like tonight?  
 It's supposed to be clear and cold.  
 Was that prediction on the radio or in the paper?  
 I saw it on TV.  
 I hope it is right.  
 So do I, but there surely are a lot of clouds now.
- b. Are those electric windshield wipers?  
 No, pneumatic.  
 They run quite smoothly.  
 Yes, but I wish they were motor driven.  
 Why? Now you have no drain on the battery.  
 True and they're a lot better than the old ones that were turned by hand; but I prefer the regularity of the motor-driven wipers.
- c. Do you watch television often?  
 Yes, I wish I had a color set.  
 Do you watch it every day?  
 No, only when there is something good on.  
 Once a week, would you say?  
 Yes, on the average.
- d. I'll telephone May and ask her if she's going to the picnic.  
 Why not suggest that we'll stop by for her?  
 I will, but first I'll have to find her telephone number.  
 Thought I wrote it on this pad.  
 Why don't you look it up in the phone book?



Here it is, 368-7294.

Let me write it in this little blue book of "often used" numbers.

e. Did you enjoy seeing the stock yards?

Yes, a lot.

What do they look like?

Acres and acres of cattle pens, each one about the size of a classroom.

Are all the pens for beef?

No, there are many for hogs and many others for sheep.

f. Where is a good restaurant?

There are two or three good ones. Do you like seafood?

Yes, is there an especially good restaurant for seafood?

The Elite; lobster is a specialty there.

That is south of the post office?

Yes, about three doors and across the street.

g. Have you been to the state fair?

Not for several years.

Why don't you go this year? The gardens in the new Agriculture Exhibition Hall are better than ever.

I really should go; I've never seen that new building.

Let's go day after tomorrow, Thursday.

Good, I'll come to your room at one o'clock.

11. Practice saying aloud the four groups of words that follow. They are arranged as in the preceding chapters.

a. aid, I'd, add, odd, you'd.

b. free, fry, fray; see, say, sigh, saw, so, sow (2), sue.

c. built, belt, bolt; deed, dead, did, dad, dud, dude, died; drove, drive; floor, flair; gill, gail, gall, gull, goal, guile; half, huff, hoof; jade, jawed, Jud, Jude; kick, cake, cock, calk, coke, cook; clear, Clair; quill, quell; Lee's, Liz, lays, laws, lows, lose, lies; nab, nub, knob; peak, pick, peck, pack, Puck, poke, pike, puke; read (2), rid, raid, red, rod, rude, road, ride; sob, sub, Serb; sieve, save, salve; squid, squad; sleet, slit, slate, slat, slot, slut, slight; sneer, snare, snore; stab,

stub; suave, swerve; tab, tub, tube; tease, toes, two's, ties, toys; threat, throat; wage, wedge.

- d. bide, bike, bite, buys; dome, dope, door, dose, dove; fade, fake, fail, fame, feign, fare, fate; flight, flies; lad, lass; hit, hiss, his; jade, Jake, jail, Jane, jays; crib, Chris; quick, quill, quip, queer, quit, quiz; Claude, clog, cloth, Claus, claws; lid, lick, Lil, limb, Lynn, lip, Lear, lit, live (2), Liz; mad, Mack, ma'am, man, map, mass, mash, mat, math; nub, nudge, null, numb, none, nut; slid, slick, slim, sling, slip, slit; strayed, strafe, strain, straight, strays; squawk, squall, squaws; score, scope; swoon, swoop; she'd, sheaf, sheik, she'll, sheen, sheet, sheath, sheathe, sheave, she's; tick, till, Tim, tin, tinge, tip, tier, tish, 'tis; them, then, their; watch, wad, wash, watt, war, was; zig, zip.

# 10

## SUSTAINED DISCOURSE

ONE objective in your study of spoken English is for you to achieve competence in sustained discourse, both in speaking and in listening. You may now feel more frustrated in your efforts as a listener than as a speaker. It is not unusual for a student who has been in the United States for four or five months to listen an hour and a half or longer before he understands a recorded newscast. He may avoid sustained speaking for quite a time or he may simply ignore his errors in talking, but he must listen to sustained lectures from the first day of his study in an American university.

The treatment of sustained discourse, particularly from the point of view of the speaker, falls under rhetoric and is a topic for specialized study. This chapter will only call your attention to public speaking and some principles—particularly of organization—that may help you as a listener.

You have become aware that all students in the United States—including high school students—study composition. Your teachers have studied composition. Here are a few of the principles they learned and probably use.

**Development of an Idea.** The lecturer in the classroom usually speaks from notes. As he expands the notes, or develops his lecture, he explains a procedure or a point of view, or he submits the evidence to support a particular proposition. The development is orderly. It may follow the logical processes that you employed in geometry. In this event, you expect to hear the development of an outline.

Proposition \_\_\_\_\_  
 Proof: 1. \_\_\_\_\_, for  
       A. \_\_\_\_\_, and  
       B. \_\_\_\_\_, for  
           1. \_\_\_\_\_, for  
           a. \_\_\_\_\_, and  
           b. \_\_\_\_\_.  
       C. \_\_\_\_\_, for  
       etc.

The development of a speech may be more topical than logical. For example, note a summary of one part of Ralph Bunche's speech, "The Contemporary Role of the United Nations," already quoted in the exercises of Chapter 2.

Proposition. There are four conditions which must be taken into account in any calculation about the prospect for peace.

- I. There is a sharply divided world.
- II. We are living in a smaller world than ever in human history.
- III. We are living in an interdependent world.
- IV. The most important cleavage in the world is between developed and under-developed countries.

As a third possibility the development of a speech may follow a time sequence, for example, the events (a) before the unification of a country, (b) between the unification and World War II, and finally (c) the events following World War II.

**Parts of the Development.** The foregoing examples of three common organizations of the sustained discourse emphasize that the composition should have unity of purpose and should develop a single theme. The implication is also intended that each subdivision should be unified, not a series of unrelated remarks. To maintain this unity the sentence is considered to be an expression of one idea, and the paragraph, a group of closely related sentences that develop this idea, expand it, and make it clear. These functional concepts are less popular today than formerly. Nonetheless, your lecturers are influenced by and are practicing the rhetoric they studied. You may move faster in your comprehension of their lectures if you try to follow the rudiments of their organization.

If your notes of a classroom lecture show only a listing of statements or words, you have not taken into account the intended subordination of some topics to more general ones. At least, you have not indicated these relationships. Presumably you have not discovered the role of the topics in supporting the central theme of the lecture. Preparatory to understanding the organization of another's speech, practice organizing your own speeches carefully, either logically, topically, or chronologically.

**Transitions.** The listener's task is made the easier by the speaker if he inserts transitional words and phrases into his speech. Ralph Bunche introduced the topics outlined above with these phrases: (a) *the first of these is*, (b) *a second condition is*, (c) *a third condition is*, and (d) *the fourth general condition is*. The listener's comprehension of the discourse was made easier by these transitional phrases.

Phrases that show relationship are much the same as single words that show relationship: *and*, *but*, *however*, *nevertheless*, *because*, *for*, *whereas*, *meanwhile*, etc. These tell the listener "a contrast is coming," "another instance is at hand," "during the preceding weeks something else was happening," "look for a change in the future," etc. Similarly phrases of relationship suggest, "get this," "what I say next will be more important than what I said last," "you are now to add a third reason to the two that I have already given you."

Re-read, please, the portions of Chapter 1 that relate to public address. Remember that you should not make speeches at the expense of your academic program and that you should plan to be brief, by all means not to exceed the time limit that is suggested to you. Always ask how long you are expected to speak.

**The Melody of American Speech.** In both Chapter 2 and Chapter 9 you have been reassured that you have considerable freedom in creating the tone or the melody of English. You were also cautioned against construing this as giving you complete freedom in matters of pitch, pauses, and emphasis.

Perhaps you have heard multi-lingual guides in the United Nations, in very important museums, or art galleries. Frequently these guides use the vocabulary of one language and the vocal tune of another. Perhaps you have conjectured about the native language of the guide. American English has its natural tunes

also; these differ from British ones, and vary slightly with regional dialects. The melodies or tunes of American speech are more apparent in sustained discourse than in fragmentary utterances. Listen intently to American lecturers, including your teachers, and accept their melody as the American one. Some students, perhaps unconsciously, retain the English they learned at home as the model and treat American speech as an interesting dialect.

### EXERCISES

1. What is a generalizing sentence that encompasses the ideas of Ralph Bunche's statements in the exercises of Chapter 2? Outline the quotation to show how the sentence you have phrased is developed.
2. Your instructor has some examples of recorded short speeches. Outline two of them after listening to each recording no more than two times.
3. Outline the following speech by Senator J. William Fulbright. How does he indicate relationships?

### THE FUTURE OF EXCHANGES

J. WILLIAM FULBRIGHT

Men of goodwill have long sought ways to eliminate misunderstandings and prejudices among the peoples of this crazy-quilt world. The objective is, of course, to build a foundation of mutual respect and understanding and on such footing to construct an orderly procedure for settling the minor differences and petty prejudices which frequently lead to serious controversy and even war.

The educational exchange program is based on this conviction that sharing ideas through direct personal experience can strengthen international understanding; that it can assist in eliminating from the minds of free men the fear and distrust of the unknown, the strange, and the foreign; and that it can, in the words of Mr. Dale Carnegie, win friends and influence people.



Ten years ago I introduced in the Senate a proposal that American surplus materials abroad be converted into "local" currencies and that such funds be used for a continuing educational exchange program. Such a program—I believed then and even more so now—would justify the expenditure of appropriated funds, but there was no chance that Congress would approve a proposal to spend tax dollars. The unique advantage of my bill was that it would utilize only local currencies which were not convertible into dollars. Congress accepted the formula and Public Law 584 which bears my name was signed by President Truman on August 1, 1946.

The Fulbright Act—if I may be so immodest as to call it by its popular name—is the pivot upon which the educational exchange program turns but it was not and cannot be the complete basis for the kind of exchange program which we must carry forward. Congress has, it is true, enlarged the scope of the program through the Smith-Mundt Act in 1948, and through other amendments which give access to new sources of foreign currencies. But Congress—particularly in the House Appropriations Committee—has also demonstrated a coolness if not outright opposition to the exchange program. The Rabaut amendment has required the appropriation of funds—even those acquired through the surplus property sales—and each year a battle must be fought to save the program from a crippling reduction.

In addition, the dwindling supply of foreign currencies under Public Law 584 threatens the continuation of the program in a number of countries. The foundation in Turkey has exhausted its funds and a similar situation will develop very soon in Egypt and India. Unless funds can be obtained through the recent amendments to the original Fulbright Act, exchange programs will expire in eight countries (in addition to Turkey) by 1956: Ceylon, Egypt, India, Iraq, Pakistan, Sweden, Thailand, and the Union of South Africa. This list constitutes one-third of the total number of countries which now have programs in operation under the Act and, of even more importance, it includes several nations which may well hold the key to a peaceful solution to the cold war.

Perhaps this report has thus far sounded unduly pessimistic in view of the success of the program since its inception. The Inter-

national Educational Program is the largest foreign scholarship plan in history and in 1954 alone a total of 6,348 persons participated in the exchange program. The Fulbright Act has, during the period from 1948 to 1954, been responsible for grants to 12,610 foreigners and 7,799 Americans.

Equally important to the Government programs has been the financial support provided by private and other non-U.S. Government groups. Foreign currencies can pay only for a foreign grantee's passage to the United States and he must receive dollars for tuition, living expenses, etc., from other sources. The success of the foreign grantee program has, therefore, hinged on the cooperative efforts of a large number of interested individuals, groups, and institutions believing in the aims of the program—not the least of which is the Institute of International Education.

I believe that the program has been a success and I know that this opinion is shared by virtually every person who has had an opportunity to observe the program in action. The effectiveness of this approach is summarized in the report last year following a survey of Cabinet officials of the member countries of the United Nations. An independent survey conducted for Time magazine reported that of all the means for the exchange of information "the largest vote was given to exchange students and visitors as the most effective means for increasing the flow of information between nations. Such exchanges were far out in front on every continent. In fact, running throughout most of the questionnaires, there was a constant theme that face-to-face contacts are the best way to gain greater understanding around the world. Thus, scientific and cultural exchange was the second most common item checked. Magazines, newspapers, and radio were third, fourth, and fifth respectively."

The success is further demonstrated by the comments made by those who have participated in it. I recall a letter written to me by a professor from India who came here as a grantee. The professor said that during his stay here he came to understand the true meaning of democracy. He said he learned democracy is not a political system of government, but "an attitude of mind and a way of living in which the dignity of man, the feeling of fellowship and equality of opportunities are cherished and practiced."

The professor said he would try to interpret America and “her wonderful people” to his fellow Indians.

No matter how small or how large his contribution may be to international goodwill, the cumulative effect of such deeds will be of inestimable value to the United States and the free world.

4. Outline the Preamble of the Charter of the United Nations.

The words that should guide you are *and*, *accordingly*, and *and for these ends*.

We, the people of the United Nations

Determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal right of men and women and of nations large and small, and

To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

To promote social progress and better standards of life in larger freedom, and for these ends

To practice tolerance and live together in peace with one another as good neighbors, and

To unite our strength to maintain international peace and security, and

To insure, by the acceptance of principles and the institution of methods, that armed forces shall not be used, save in the common interest, and

To employ international machinery for the promotion of the economic and social advancement of all people, have resolved to combine our efforts to accomplish these aims.

Accordingly, our respective governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

5. Read Abraham Lincoln's Gettysburg Address aloud. This short speech is a favorite piece of English prose among foreign students. Try to contrast the address (about one hundred years old) with the American speeches that you hear about you.

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that government of the people, by the people, for the people, shall not perish from the earth.

6. Give a two-minute speech based on a picture that you bring with you to class. Develop any point of view that you wish. The following topics may be provocative and one of them may be appropriate. Who was the artist? What style of art is represented? What is the family life of a person in the picture? The economic condition? Give an account of his life for one day. Place stress on organizing the speech and on using phrases that show relationships.
7. You will find many of these words—the 800's in the list of frequently used words—difficult to say. Use the nouns in singu-

lar and plural forms, and the verbs in present and past tenses in sentences. Put the number of the accented syllable in brackets by the words that contain more than one syllable. Thus, after *victory* write 1; after *political* write 2; etc.

a	b	c	d	e
1. victory	[ ] area	[ ] bed	[ ] break	[ ] carrier [ ]
2. cold	[ ] equal	[ ] factor	[ ] fail	[ ] further [ ]
3. gentleman	[ ] lay	[ ] magazine	[ ] operation	[ ] perfect [ ]
4. political	[ ] profit	[ ] respect	[ ] road	[ ] section [ ]
5. spend	[ ] arm	[ ] art	[ ] direction	[ ] door [ ]
6. intelligent	[ ] liberal	[ ] motor	[ ] news	[ ] normal [ ]
7. popular	[ ] signal	[ ] spent	[ ] steel	[ ] thousand [ ]
8. whale	[ ] citizen	[ ] democratic	[ ] element	[ ] exist [ ]
9. foot	[ ] gas	[ ] imagine	[ ] mention	[ ] rocket [ ]
10. sense	[ ] serious	[ ] single	[ ] store	[ ] trip [ ]
11. truck	[ ] value	[ ] warm	[ ] yes	[ ] aviation [ ]
12. colony	[ ] corps	[ ] graduate	[ ] hot	[ ] listen [ ]
13. mathematics	[ ] mouth	[ ] myself	[ ] populate	[ ] similar [ ]
14. summer	[ ] taught	[ ] throughout	[ ] weapon	[ ] we'll [ ]
15. west	[ ] altitude	[ ] basis	[ ] communism	[ ] create [ ]
16. flight	[ ] handle	[ ] include	[ ] locate	[ ] navigator [ ]
17. process	[ ] responsibility	[ ] star	[ ] territory	[ ] track [ ]
18. unit	[ ] warfare	[ ] active	[ ] beautiful	[ ] black [ ]
19. concentrate	[ ] correct	[ ] escape	[ ] farmer	[ ] heavy [ ]
20. middle	[ ] movement	[ ] obtain	[ ] police	[ ] product [ ]

8. The following topics are suggested ones for short classroom speeches.

- a. An aspect of American agriculture that interests me.
- b. Getting the most out of our time.
- c. A program for a club of international students.
- d. An American poem that I have come to understand.
- e. Nursery rhymes.
- f. International proverbs.
- g. The organization of my college.
- h. Misconceptions about America.
- i. The outcome of the melting pot.
- j. Two points of view about American movies—mine at home and mine here.
- k. The most important aspect of my American experience to date.



- l. One thing that America needs.
- m. Blunders that I have made with English.
- n. American humor.
- o. Clubs and societies.
- p. Representative architecture.
- q. My adviser's office: a surprise.
- r. An experience with the telephone.
- s. How to make oneself lonesome.
- t. The United States Information Service.
- u. The exterior decoration of American buildings.
- v. Photographs that I want to take home.

9. Read and extend.

- a. Yesterday I went to the library to get some material for a speech. Two encyclopedias were helpful, the \_\_\_\_\_ and \_\_\_\_\_. Then I went to the \_\_\_\_\_ to find the titles of some books that related to my topic. The \_\_\_\_\_ allowed me to go to \_\_\_\_\_ to get the books.
- b. I became interested in \_\_\_\_\_ about three living men, two Americans and one Englishman. To get some more information about them I looked in \_\_\_\_\_. Do you know how to locate articles in American magazines?  
The reference librarian showed me how to use the \_\_\_\_\_.  
The *New York Times*, a \_\_\_\_\_, also is indexed.  
The information in the *World Almanac* is \_\_\_\_\_.  
This includes \_\_\_\_\_.

10. Sentences similar to one that will be used in dictation.

- a. The first pages of the book were hard for me to read, for I did not know all of the words.
- b. Let's stop for the night at the first place we see that serves meals and has beds for all of us.
- c. When she found that she would be late for her history class, she thought she might as well study at home.



## 11. Conversations for practice.

- a. Is a slide rule used in statistical analyses?  
Occasionally, but statisticians prefer a calculator.  
Why not a slide rule?  
It requires too much estimation and gives no accurate checks.  
I had thought that the students with slide rules were studying statistics.  
No, many of them are studying engineering.
- b. How much postage is required for a Christmas card?  
Four cents if you don't seal the envelope.  
How much is it if you do seal it?  
Five cents.  
To any place in the United States?  
Yes, in fact any place in the world.
- c. Have you tried the candy here?  
Yes, but I don't know what kind it was.  
Was it a Christmas gift?  
No, but I had it on Christmas day.  
Where can I get some to give to my landlady?  
There is a candy shop on the corner of Twelfth and Maple.
- d. Is your room warm?  
Usually, but it was cold last week.  
How did you keep warm?  
My landlord gave me an electric heater.  
Isn't the furnace large enough for the house?  
Yes, but he said the furnace needs new filters.
- e. What is a luncheon club?  
A group of business or professional men or women who have lunch together once a week.  
I have to speak to one of the clubs Thursday. Why?  
The clubs have programs, often speeches by non-members.  
What will I talk about?  
Why not discuss your reaction to an American community or to an American university.
- f. Shopping centers seem to be something new. Why are they being built?

The centers increase the retail trade. They are close to the people's houses; they tend to bring the store to the home.

Who owns the shopping center?

The arrangement is a little unusual. A company owns each shopping center and leases space to retailers.

How many centers could a city have?

I believe you might expect to find one in a city of 100,000 people and perhaps two for each additional 100,000 people in the community. That's only a guess.

g. Do children here drink wine?

No, it is considered too strong for them.

What do they drink?

They always drink milk and water, and by the time they go to school they are permitted to have soft drinks.

Are they allowed to drink coffee?

No, soda-pop and the cola drinks. Usually a child doesn't drink coffee until he is in high school or college.

h. Are the speed laws in the United States uniform?

Oh no, the roads vary too much from one section to another for uniform laws to be feasible.

Do trucks and cars have the same speed limit?

Many states have different limits for them and different limits, too, for day and night driving.

Oh, the states make the laws?

Yes, even for national highways; of course, cities and towns have their own additional traffic ordinances.

12. Practice saying aloud the four groups of words that follow, arranged as in earlier chapters.

a. inn, N, own.

b. gay, go, guy; ski, sky.

c. beam, bomb, bum, boom; dig, dog, dug; drays, draws, dries; fleece, floss; gale, Gaul; glaze, glows, glues; Hague, hag, hog, hug; jig, jog, jug; keel, kill, Cal, call, cull, coal, cool, cowl, coil; class, close (2); quit, quote, quite; match, much; need, neighed, Ned, nod, node, nude; peel, pill, pail, pal, pole, Paul, pull, pool, pile; place, plus; reef, riff, raff, ruff, roof,

rife; seas, says, sows (2), sews, sues, sighs, sees, size; squeak, squawk; sloth, sleuth; snoot, snout; steed, staid, stead, stud, stirred, stowed, stood, stewed, stayed; strain, strewn; she'd shade, shed, shad, shod, showed, should, shoed, shied; teach, touch; treed, trade; treat, trod, tried; then, than, thine; walk, wake, week.

- d. chief, cheek, cheap, cheat, cheese; dude, duke, duel, doom, dune, dupe, dues; fetch, fed, fell; glum, glut, glove; hail, hate, haze; Jed, Jeff, jell, gem, Jesse, jet; cage, cake, came, cane, cape, case, Kate, cave, kays; cub, cud, cuff, come, cup, cuss, cut; laid, lake, Lafe, lame, lace, lays; mob, mock, moll, mom, mop, mar, ma's; node, knoll, gnome, known, note, nose; pad, pack, pal, pat; proud, prowl, prowls; seed, siege, seek, seal, seam, scene, seep, cease, seat, seethe, seas; swayed, swain, sways; slowed, slope, slows; side, sign, sire, sight, scythe, size; trick, trill, trim, trip; tool, tomb, toot, tooth; veal, veep, vine; walk, wall, war, wore; zoom, Zeus, zoot.

# 11

## HUMOR IN SPEECH

THE student in a foreign country is without his usual sources of humor. You may have realized this after a few weeks of study, as you searched for something that was lacking; it related to loneliness. The answer? You were without your ordinary stock of humor! Other people laughed freely, but the circumstances that seemed to cause their laughter meant little to you. Then it dawned upon you that your feeling of well-being, your personal security at home was closely related to the fun you had, and that your "good time" always included a lot of humor: read, heard, written, and spoken.

Much humor is international and is not limited to one age or culture. Witness the international popularity of some comedies of a distant country and remote time! The apparent dearth of humor in your new environment—if the preceding paragraph applied to you—is largely a matter of your imperfect and slow comprehension of what you hear. Printed humor should be grasped quickly and with little effort. This is hardly consistent with the use of a pocket dictionary and slow reading. Heard humor must also be understood as the sentences reach the listener, not after thoughtful reflection of the ideas.

**Jokes.** It is futile to try to catalogue the sources of American humor. A few examples of some of the kinds of jokes that make up humor for readers, storytellers, and listeners follow. Often some knowledge of United States history or customs is required in order to appreciate—to get the point of—the story.

You are getting advice on all sides about the taboos of the American culture. Jokes that do not respect these taboos are called

*off color*. You should, of course, respect the taboos of American listeners.

1. The incongruous or illogical appears in many jokes.

a. *Jimmy*: "Hey, Tommy, aren't you coming out to play?"

*Tommy*: "No, I have to stay in and help my father with my homework."

b. The woman was complaining to her neighbor about her husband's silly extravagances. To prove her point finally and conclusively, she led the way down the cellar stairs and pointed to a fire extinguisher attached to the wall.

"There," she said, "Just look at that! It cost him twenty-five dollars, and he hasn't used it even once!"

c. *Grandmother*: "I wanted to be sure the flashbulbs I sent Jim for Christmas were good. I tried out every one of them."

2. Women drivers of automobiles, though a good risk according to the statistics of insurance companies, are the butt of many jokes; also women's alleged talkativeness.

a. "Well, dear," sighed the head of the house after viewing the crumpled fender, "Did the officer scold you for driving on the boulevard?"

"No, he was just lovely, John," explained the new driver.

"He said the city really planted those 1,260 trees along Ash Street just to keep lady drivers from getting up on people's front porches."

b. A husband drew up his chair beside his wife's sewing machine.

"Don't you think you're running too fast?" he asked. "Look out! You'll sew the wrong seam. Mind that corner now! Slow down; watch your finger, Steady!"

"What's the matter with you, John?" asked his wife. "I've been running this machine for years."

"Well, dear, I thought you might like me to help you, since you help me drive the car."

c. A young lady was on a sightseeing tour, the driver of the bus called out places of interest.

"On the right," he announced, "we have the Palmer home."

"John Palmer?" the lady asked.

"No, Potter Palmer."

Continuing, "On the left we have the Swift home."

"Henry Swift?"

"No, Nathan Swift."

Still further, "On the left we have the \_\_\_\_\_ Church."

"Down there is Washington's Monument."

Hearing no response, a fellow passenger tapped the young woman on the shoulder and said, "Go ahead, lady; you can't be wrong all the time."

3. Some stories involve infidelity and gullibility, also a popular topic of humor in Latin and Elizabethan comedies.

a. *Husband answering telephone*: "I don't know. Call the weather bureau."

*Pretty young wife*: "Who was that?"

*Husband*: "Some sailor, I guess. Wanted to know if the coast was clear."

b. *Dad*: "Doc, my son has cholera and the worse part of it is he caught it from kissing the maid."

*Doc*: "Oh well, young people will do thoughtless things."

*Dad*: "But, doc, to be quite frank, I kissed the girl myself."

*Doc*: "Say, that's too bad."

*Dad*: "And to make matters worse, since I kiss my wife every morning and evening, I'm afraid that she too will . . ."

*Doc*: (wildly) "Good heavens, man, we'll all have it!"

4. A young groom is apparently expected to have difficulty with his mother in law.

a. A wife to her husband, "Last year we sent mother a chair. What do you think we ought to do for her this year?"

The husband, "Electrify it!"

b. Betty, a farmer's daughter, was milking a cow when the bull suddenly charged toward her across the meadow. Betty did not move. Some boarders who had dashed to safety saw, to their astonishment, that the bull stopped within a few yards of Betty, turned, and walked meekly away.

"Weren't you afraid?" someone asked.

"No, I wasn't, but I'll bet he was," said Betty in laughter.

"You see, this cow is his mother in law."



- c. *Bride*: "Jim says that it is going to be a real battle of brains."  
*Her Mother*: "How brave of him to fight unarmed!"
5. Large size and exaggeration are frequently involved in stories about Texas. These stories often include provincial pronunciation and unusual grammar.
- a. A visiting Texan was telling his Minnesota host about the big fish he had caught in the Lone Star State. "As a matter of fact," said the Texan, "I caught one that was eight inches." Our Minnesota friend told the Texan that a fish that size was small in his state. "Mebbe so," said Tex, "but down there we measure a fish by the distance between the eyes."
- b. A Texan was trying to impress a Bostonian with the bravery of the heroes of the Alamo. "I bet you never had anybody so brave around Boston," said the Texan.  
 "Did you ever hear of Paul Revere?" asked the Bostonian.  
 "Paul Revere?" said the Texan, "Isn't he the guy who ran for help?"
- ✓ c. A stranger, while traveling through Arizona noticed the dry, dusty appearance of the country. He asked: "Doesn't it ever rain here?"  
 "Rain? Rain?" drawled the native. "Why, say, pardner, there's frogs in this town over 10 years old that ain't learned to swim yet."
- d. Bill had just returned to his home in Brooklyn from a vacation in Texas. He greeted his wife by giving her several mink coats, five Cadillacs, and scads of money. "How in the world did you get all these things?" she demanded.  
 "Shucks, honey, it was easy. I was in Houston, during Hallowe'en and went out playing trick or treat."
6. Any kind of play on words is difficult for a person who is not thoroughly familiar with the language. Words that sound alike lead to *puns*.
- a. "What do you think of our little college town?" asked the student.  
 "Unique," answered the visitor.

“Unique?”

“It’s from the Latin ‘unus’ meaning *one* and ‘equas’ meaning *horse*.”

- b. The teacher of the third grade carefully explained that a group of sheep is a flock and group of quail is a bevy. Then she asked for the names of groups of other animals.

When she came to camels, a child timidly suggested, “A carton.”

- c. The young girl was upset when her boy friend didn’t help her into his car. “Where,” she asked, “is your chivalry?”

“I traded it in for this Buick.”

- d. *Son*: “Dad, what is a traitor in politics?”

*Father*: “A man who leaves our party and goes over to the other one.”

*Son*: “What about a man who leaves his party and comes over to yours?”

- Father*: “A convert, son, a convert.”

## 7. Dishonesty often provides the background for a joke.

- a. On her return from Europe, an American tourist hid several bottles of perfume so Customs officials would not find them. Sure enough, her luggage withstood the test right up to the last case. When a Customs man started to open it, the tourist’s small daughter cried excitedly: “He’s getting warm, isn’t he?”

- b. Two boxing managers were discussing the forthcoming fight. One said, “At the end of the second round, your man will hit mine and he will go down for the count.”

“No, no,” expostulated the other, “Not in the second round; in the seventh or eighth. We musn’t cheat the public.”

**Cartoons.** Drawings that convey humor range from obvious to subtle ones, and the captions for the reader, from none to a dialogue. One popular type of cartoon includes a picture that gives a setting and a one-line statement by a person in the picture. The cartoons of *The New Yorker* are preponderantly of this type.

**The Sustained Humorous Story.** The humorous speech, a talk with no object but to entertain, is usually given only as part of

a program after a dinner. However, there are many serious speeches given at banquets, and, in turn, some legislative speeches in American history have been notably humorous.

Mark Twain was a prominent American humorist of the last century. He was a popular lecturer in and beyond his own country and a wide traveler. Twain's account of his watch is typical of his humor.

## MY WATCH

### *An Instructive Little Tale*

My beautiful new watch had run eighteen months without losing or gaining, and without breaking any part of its machinery or stopping. I had come to believe it infallible in its judgments about the time of day, and to consider its constitution and its anatomy imperishable. But at last, one night, I let it run down. I grieved about it as if it were a recognized messenger and forerunner of calamity. But by-and-by I cheered up, set the watch by guess, and commanded my bodings and superstitions to depart. Next day I stepped into the chief jeweler's to set it by the exact time, and the head of the establishment took it out of my hand and proceeded to set it for me. Then he said, "She is four minutes slow—regulator wants pushing up." I tried to stop him—tried to make him understand that the watch kept perfect time. But no; all this human cabbage could see was that the watch was four minutes slow, and the regulator must be pushed up a little; and so, while I danced around him in anguish, and implored him to let the watch alone, he calmly and cruelly did the shameful deed.

My watch began to gain. It gained faster and faster day by day. Within the week it sickened to a raging fever, and its pulse went up to a hundred and fifty in the shade. At the end of two months it had left all the timepieces of the town far in the rear, and was a fraction over thirteen days ahead of the almanac. It was away in November enjoying the snow, while the October leaves were still turning. It hurried up house rent, bills payable, and such things, in such a ruinous way that I could not abide it. I took it to the watchmaker to be regulated. He asked me if I had ever had it repaired. I said no, it had never needed any repairing. He looked a look of vicious happiness and eagerly pried

the watch open, and then put a small dice box into his eye and peered into its machinery. He said it wanted cleaning and oiling, besides regulating—come in a week. After being cleaned and oiled, and regulated, my watch slowed down to that degree that it ticked like a tolling bell. I began to be left by trains, I failed all appointments, I got to missing my dinner; my watch strung out three days' grace to four and let me go to protest; I gradually drifted back into yesterday, then day before, then into last week, and by-and-by the comprehension came upon me that all solitary and alone I was lingering along in week before last, and the world was out of sight. I seemed to detect in myself a sort of sneaking fellow-feeling for the mummy in the museum, and a desire to swap news with him.

I went to a watchmaker again. He took the watch all to pieces while I waited, and then said the barrel was "swelled." He said he could reduce it in three days. After this the watch averaged well, but nothing more. For half a day it would go like the very mischief, and keep up such a barking and wheezing, and whooping and sneezing and snorting, that I could not hear myself think for the disturbance; and as long as it held out there was not a watch in the land that stood any chance against it. But the rest of the day it would keep on slowing down and fooling along until all the clocks it had left behind caught up again. So at last, at the end of twenty-four hours, it would trot up to the judges' stand all right and just in time. It would show a fair and square average, and no man could say it had done more or less than its duty. But a correct average is only a mild virtue in a watch, and I took this instrument to another watchmaker. He said the kingbolt was broken. I said I was glad it was nothing more serious. To tell the plain truth, I had no idea what the kingbolt was, but I did not choose to appear ignorant to a stranger. He repaired the kingbolt, but what the watch gained in one way it lost in another. It would run awhile and then stop awhile, and then run awhile again, and so on, using its own discretion about the intervals. And every time it went off it kicked back like a musket.

I padded my breast for a few days, but finally took the watch to another watchmaker. He picked it all to pieces, and turned the ruin over and over under his glass; and then he said there

appeared to be something the matter with the hair-trigger. He fixed it, and gave it a fresh start. It did well now, except that always at ten minutes to ten the hands would shut together like a pair of scissors, and from that time forth they would travel together. The oldest man in the world could not make head or tail of the time of day by such a watch, and so I went again to have the thing repaired. This person said that the crystal had got bent, and that the mainspring was not straight. He also remarked that part of the works needed half-soling. He made these things all right, and then my timepiece performed unexceptionably, save that now and then, after working along quietly for nearly eight hours, everything inside would let go all of a sudden and begin to buzz like a bee, and the hands would straightway begin to spin round and round so fast that their individuality was lost completely, and they simply seemed a delicate spider's web over the face of the watch. She would reel off the next twenty-four hours in six or seven minutes, and then stop with a bang.

I went with a heavy heart to one more watchmaker, and looked on while he took her to pieces. Then I prepared to cross-question him rigidly, for this thing was getting serious. The watch had cost two hundred dollars originally, and I seemed to have paid out two or three thousand for repairs. While I waited and looked on I presently recognized in this watchmaker an old acquaintance—a steamboat engineer of other days, and not a good engineer either. He examined all the parts carefully, just as the other watchmakers had done, and then delivered his verdict with the same confidence of manner.

He said—

“She makes too much steam—you want to hang the monkey-wrench on the safety-valve!”

I brained him on the spot, and had him buried at my own expense.

My uncle William (now deceased, alas!) used to say that a good horse was a good horse until it had run away once, and that a good watch was a good watch until the repairers got a chance at it. And he used to wonder what became of all the unsuccessful tinkers, and gunsmiths, and shoemakers, and engineers, and blacksmiths; but nobody could ever tell him.

*Mark Twain's Sketches*



The humorous narrative may be found in any popular magazine. The example that follows was written by James Thurber and has been reprinted in foreign languages as an example of contemporary humor in the United States. You may enjoy the implications about an over emphasis of football in American Universities.

### University Days

Another course that I didn't like, but somehow managed to pass, was economics. I went to that class straight from the botany class, which didn't help me any in understanding either subject. I used to get them mixed up. But not as mixed up as another student in my economics class who came there direct from a physics laboratory. He was a tackle on the football team, named Bolenciecwcwz. At that time Ohio State University had one of the best football teams in the country, and Bolenciecwcwz was one of its outstanding stars. In order to be eligible to play it was necessary for him to keep up in his studies, a very difficult matter, for while he was not dumber than an ox he was not any smarter. Most of his professors were lenient and helped him along. None gave him more hints, in answering questions, or asked him simpler ones than the economics professor, a thin, timid man named Bassum. One day when we were on the subject of transportation and distribution, it came Bolenciecwcwz's turn to answer a question. "Name one means of transportation," the professor said to him. No light came into the big tackle's eyes. "Just any means of transportation," said the professor. Bolenciecwcwz sat staring at him. "That is," pursued the professor, "any medium, agency, or method of going from one place to another." Bolenciecwcwz had the look of a man who is being led into a trap. "You may choose among steam, horse-drawn, or electrically propelled vehicles," said the instructor. "I might suggest the one which we commonly take in making long journeys across land." There was a profound silence in which everybody stirred uneasily, including Bolenciecwcwz and Mr. Bassum. Mr. Bassum abruptly broke this

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\*James Thurber: *University Days*. *The Thurber Carnival*. Harper and Brothers, New York and London, 1945, pp. 221-228. Copyright © 1933 James Thurber; originally in *The New Yorker*.



silence in an amazing manner. "Choo-choo-choo," he said, in a low voice, and turned instantly scarlet. He glanced appealingly around the room. All of us, of course, shared Mr. Bassum's desire that Bolenciecwcwz should stay abreast of the class in economics, for the Illinois game, one of the hardest and most important of the season, was only a week off. "Toot toot, too-tooooooooooot!" some student with a deep voice moaned, and we all looked encouragingly at Bolenciecwcwz. Somebody else gave a fine imitation of a locomotive letting off steam. Mr. Bassum himself rounded off the little show. "Ding, dong, ding, dong," he said, hopefully. Bolenciecwcwz was staring at the floor now, trying to think, his great brow furrowed, his huge hands rubbing together, his face red.

"How did you come to college this year, Mr. Bolenciecwcwz?" asked the professor. "Chuffa, chuffa, chuffa, chuffa."

"M'father sent me," said the football player.

"What on?" asked Bassum.

"I git an 'lowance," said the tackle, in a low, husky voice, obviously embarrassed.

"No, no," said Bassum. "Name a means of transportation. What did you *ride* here on?"

"Train," said Bolenciecwcwz.

"Quite right," said the professor. "Now, Mr. Nugent, will you tell us . . ."

## EXERCISES

1. Practice reading aloud the quotations from the jokes of this chapter.
2. You can easily find jokes in print of the few types exemplified here and additional types. Bring some to class for practice in reading.  
What rules of propriety in your country have been broken by the illustrations of humor provided in this chapter?
3. Describe briefly a humorous radio or television program, citing as nearly verbatim as possible one set of lines that evoked laughter among persons who were listening with you.
4. "Role Playing" is spontaneous and exaggerated acting that is developed around a specified circumstance. Members of your

class will enact the following circumstances. Group participation requires a set of rules that will give everyone an opportunity to present his point of view. This is provided by *parliamentary procedure*. Your instructor will help you with the more simple aspects of conducting and participating in a meeting.

- a. There is a rule in your university that no alcoholic beverages can be kept in dormitories. The university leases a house for international students. Order is enforced by an elected house council. Giovanni Colombo had a bottle of wine in his room on New Year's Day. He is being tried by a prosecutor from France, Jacques Parigi, and defended by a friend from Brazil, Paula Gonzales. Proceed with the questioning of witnesses and the pleas to the judge or jury.
- b. A rule is being adopted by the trustees of the university that everyone must open his brief case and show it to a guard upon leaving the library. The students are displeased and devote a session of the Student Assembly to the topic. One member of your class staunchly defends the trustees. (He has not been seen in the library this year.) Another member of your class has four books in his room, that have never been checked out of the library. (He says that they were on his desk when he moved into the room.) A leader will assign other specific roles to members of the class or will ask members of the class to nominate participants.
- c. The several Santa Clauses of the world—and their wives—engage in a discussion of the relative merits of the children they serve, Saint Nicholas, Santa Claus, Bonhomme Noel, Knecht Clobes, Kris Kringel, La Befana, Yule Tomten, Christkindii, and the rest. Each is equally certain that he visits the best children.
- d. A convention of representatives of the world's manufacturers of automobiles is in session. Each representative is given one minute to present the most distinctive feature that his company has contributed to automobiles. After the formal speeches there is a question-and-answer period. The representatives then discuss and vote on the awarding of a medal to the two companies that have made the most notable improvements in automobiles.

e. A Council on International Exchange of Students in the United States has decided to send five books to all foreign students who are to study in the United States next year. The Council has asked your group to recommend titles that will give the most help to the students. There are the further stipulations that (a) not more than half of the titles discussed may be recommended and not more than five in any event; (b) the books must pertain to *living with Americans, succeeding on the U.S. campus, getting the most out of your year in the United States, how to live within your income*, etc.

5. Construct sentences that include the words and speech sounds that have been giving you the most difficulty.

6. With the following words and the ones of earlier chapters you have a list of one-thousand words used most frequently by college students in classroom speeches. Practice using these words in sentences. There are two sets of brackets after each word. In the first write the number of syllables in the word; in the second, the number of the accented syllable, e.g. *recognize* [3] [1].

a	b	c	d	e
1. recognize [ ] [ ]	shortage [ ] [ ]	spread [ ] [ ]	American [ ] [ ]	best [ ] [ ]
2. benefit [ ] [ ]	block [ ] [ ]	child [ ] [ ]	conference [ ] [ ]	conquer [ ] [ ]
3. considerable [ ] [ ]	discipline [ ] [ ]	draw [ ] [ ]	essential [ ] [ ]	film [ ] [ ]
4. lessen [ ] [ ]	level [ ] [ ]	mistake [ ] [ ]	prisoner [ ] [ ]	private [ ] [ ]
5. rank [ ] [ ]	red [ ] [ ]	regard [ ] [ ]	roll [ ] [ ]	scientific [ ] [ ]
6. separate [ ] [ ]	slow [ ] [ ]	spot [ ] [ ]	strange [ ] [ ]	topic [ ] [ ]
7. worth [ ] [ ]	agree [ ] [ ]	born [ ] [ ]	brain [ ] [ ]	cloud [ ] [ ]
8. commission [ ] [ ]	experiment [ ] [ ]	hill [ ] [ ]	impress [ ] [ ]	metal [ ] [ ]
9. movie [ ] [ ]	organization [ ] [ ]	percent [ ] [ ]	rapid [ ] [ ]	safe [ ] [ ]
10. shop [ ] [ ]	total [ ] [ ]	written [ ] [ ]	any more [ ] [ ]	bird [ ] [ ]
11. box [ ] [ ]	broke [ ] [ ]	campaign [ ] [ ]	climb [ ] [ ]	consist [ ] [ ]
12. defense [ ] [ ]	die [ ] [ ]	estimate [ ] [ ]	express [ ] [ ]	guard [ ] [ ]
13. guy [ ] [ ]	load [ ] [ ]	met [ ] [ ]	offer [ ] [ ]	owner [ ] [ ]
14. progress [ ] [ ]	reduce [ ] [ ]	route [ ] [ ]	scientist [ ] [ ]	shape [ ] [ ]
15. teacher [ ] [ ]	transportation [ ] [ ]	wave [ ] [ ]	wear [ ] [ ]	wood [ ] [ ]
16. wrote [ ] [ ]	add [ ] [ ]	claim [ ] [ ]	construction [ ] [ ]	copper [ ] [ ]
17. design [ ] [ ]	determine [ ] [ ]	drink [ ] [ ]	famous [ ] [ ]	heart [ ] [ ]
18. loose [ ] [ ]	mail [ ] [ ]	manner [ ] [ ]	original [ ] [ ]	politics [ ] [ ]
19. slight [ ] [ ]	song [ ] [ ]	squad [ ] [ ]	view [ ] [ ]	weight [ ] [ ]
20. worry [ ] [ ]	alright [ ] [ ]	apply [ ] [ ]	attend [ ] [ ]	branch [ ] [ ]

7. What means of transportation might Bolenciewicz have mentioned? A baby rides in a \_\_\_\_\_. (A pilot, conductor, horse, customer in a department store, corpse, astronaut, commuter, coal miner, charioteer, school child, child at an amusement park, driver in a trotting race, person who skis.)
8. Sentences in preparation for exercises in dictation.
- a. The first day that we spent in the city was so hot that we did not go out when we could avoid it.
  - b. He has not been quite so willing to walk alone since he had a bad fall last year and broke his left arm.
  - c. I did not expect you to develop enough interest to complete the whole job during the first year of your employment here.
9. Conversations for practice.
- a. I wonder how the white margins are put on the edges of roads?  
I haven't noticed any.  
The roads in Athens County have them. Oh, they are widely used—in Europe, too.  
Why are they there?  
They help a driver to see the edges of the road.  
A good idea, but—back to your question—I don't know how they are put there.
  - b. Courthouses in the South are always in the center of the town square.  
Only in the South?  
No, in New England, too, I believe.  
I'm amused; I've always associated this plan with the West.  
What part of the West?  
Especially the Southwest—Texas, New Mexico, and Arizona.
  - c. What do I see in those windows?  
Christmas decorations.  
All of them look alike.  
Yes, there isn't much variety; some have white lights, and some, colored.  
Were there Christmas decorations before the houses were wired for electricity?

Yes, many people made candles and used them.

- d. I'd like to subscribe to a magazine for my parents. Any suggestions?

What are they interested in?

News and literary magazines.

Something like *Time* and *The New Yorker*, or *Harpers*.

Those are in the library at home.

I'll make a list of typical American magazines for you tonight.

- e. What are those picket fences over there?

They are called snow fences.

What are they for?

They keep the snow from drifting in the road.

Do they work?

Yes, as long as the wind is from the west.

- f. Do patrol cars have special markings?

In most states they are painted in a distinguishing manner, usually a two-color combination.

Is the marking the same for city and state police cars?

No, the colors are different but all have the word *Police* on them.

No unmarked patrol cars?

A few; my home state has four.

- g. What kind of gasoline do you use?

Regular, usually, but on long trips, a higher grade.

Any particular brand?

No, the one that's most convenient.

Use a credit card?

Yes, one that's good at most stations.

- h. What's that farmer doing?

Getting ready to sow oats.

Does one plow the ground for oats?

No, disking is enough.

One disks in the spring?

Yes, as soon as the ground is dry.

10. Practice saying aloud the four groups of words that follow, arranged as in earlier chapters.

- a. ape, up.
- b. glow, glue, glee; slay, slaw, slow, slew, sly; tree, tray, try, true, Troy.
- c. bean bin, bone, boon (also add s); Dick, deck, Doc, duck, duke, dike; feed, fade, fed, food, feud; fleet, flit, float, flute, flight; game, gum; grab, grub; hedge, huge; Kim, came, cam, calm, come, comb; cleat, clot, clout; lab, lob, lobe, lube; mid, made, mad, Maude, mud, mode, mood, mewed; pleat, plate, plot, plat, plight; rig, rag, rug, rogue; seed, Sid, said, sad, sod, sawed, sewed, sired, side; sketch, scotch; squeal, squall; slave, Slav, sleeve; sneeze, snows, snooze; stiff, staff, stuff; strip, strap, stripe; sheaf, chef; trick, track, truck; we'll, will, wail, wall, well, wool, wile; Yale, yell, yawl, you'll.
- d. chick, chill, chin, chip, cheer, chit; did, dim; died, dike, dine, dice, dive; fog, fall, for, fought, fop; globe, gloam, gloat, glows; head, hedge, heck, hem, hen; jab, Jack, jam, Jan, jazz; claim, clays; club, cluck, clutch; led, lead (2), leg, ledge, Len, lair, less, let; Maude, maul, moss, moth; noon, noose; nude, news; plod, plop, plot; prod, prof, Prague, prom, prop; scheme, skis; sniff, snip; said, cell, set, saith, says; smoke, smote; Schick, shin, ship, shear; twig, twin, 'twill; trued, troop, trroups, truce, truth; vim, veer; woke, wore, woes.



# 12

## VISUAL SIGNALS IN AMERICAN SPEECH

**GESTURES.** Persons who are conversing move their hands, shift their posture, and change their facial expression as they talk. These are signs, visible ones, that you watch and associate with the words and the message that you are hearing. These signs, particularly the ones made with the hands, are called *gestures*. There are cultural differences in the freedom with which gestures are used, in the size of the gestures, and in the preponderance of one-hand or two-hand gestures.

Americans use gestures freely, or believe that they do. Possibly your countrymen gesture more frequently than Americans and use "larger" movements. A tabulation of gestures made by Americans in public address probably would show that their gestures are made more frequently with one hand than with two hands, and that large gestures are more probable before large audiences than before small ones.

**Private Signals.** Visual signals that are used with or without words in conversation vary considerably from one country to another. These are also gestures. The ones that are described here are used often; your familiarity with them will help you in conversation. Keep in mind that the following seven gestures are only examples. You can double the list readily.

- a. *Come here or follow me.* Although the entire hand moves, the principal action is at the wrist. Palm up! The movement of the hand and fingers is fast toward the speaker, and relatively slow away from the speaker. The motion may be repeated three or four times. If the distance involved is short, the signal may be made with the index finger alone. If the gesture

is larger, made to a number of people or from a distance of fifty feet or so, it may involve the entire arm.

Your friends of the United States will not understand a simultaneous movement of four fingers, especially with the palms down!

- b. *Sit down; wait for me.* A backward sweep of the hand and forearm ends with the hand pointing in the direction of the chair.
- c. *Goodbye.* The hand of the raised arm is shaken vigorously with the major action occurring at the wrist and elbow, not the knuckles. The palm of the hand usually faces the person who is leaving.

Your new friends will not understand "goodbye" when the fingers alone are moved back and forth with the palms toward the speaker (this may be confused with *a*, above). Nor will many of them recognize either "hello" or "goodbye" in a curtsy with the palms of the hands together below the chin.

- d. *Hello.* From a distance, *hello* is often a raised hand, palm somewhat forward, a single stroke, a momentary holding of the position, and then a return of the hand to a normal position or to other work. At close range the gesture often terminates with an additional greeting, the shaking of hands. However, handshaking in the United States is usually reserved for the special occasion, the seldom meeting, not the daily interchange between friends or mere acquaintances.
- e. *No; yes.* A negative reply may be indicated by rotating (shaking) the head slightly from side to side. A positive reply is indicated by moving the head slightly forward and backward (nodding). Raised eyebrows have no meaning in this connection; nor does "wagging" the index finger.
- f. *I want to speak; I know the answer.* In the classroom the student indicates by raising his arm and hand that he would like to ask or answer a question. He may also use this signal in a public meeting as he tries to get the attention of the chairman.
- g. *I can't do anything about it.* A person implies that he is helpless by slightly shrugging his shoulders and possibly turning his palms forward and raising his hands a little. The gesture may also imply, "I have no money."

*Audible Signals.* (a) *Shushing.* A signal for silence is the consonant sound [ʃ], not [s]. The verb that is used to describe this action is *shush* and the effect is frequently called a *hush*. (b) *Loud Voice.* A raised voice level often denotes emotion, especially anger. If a conversation were to end in fisticuffs a normal intermediate step between the beginning of the conversation and the terminal stage would be shouting. An unusually hearty greeting may also be given in a loud voice. The American does not often shout simply as an accompaniment of real interest in the topic of the moment.

### EXERCISES

1. Practice the gestures of American English with the help of a native friend.
2. Certain gestures and signs about you in school have amused you. Demonstrate these to your class.
3. Convey the following ideas by gestures, (a) "I am hungry," (b) bewilderment, (c) thoughtfulness, (d) "I am so glad to see you," (e) "No, thank you," (f) "Goodbye, my dear friends and neighbors," (g) "I can't be held responsible for what my friend is saying," (h) "My arm is sore," (i) "Only a little cream please," (j) "It is late; I am tired and sleepy."
4. A business meeting has been called in International House to inform the new students about proper decorum in the college classroom. Members of the class will make announcements about (a) bowing to professors, (b) crossing one's legs in class, (c) standing or sitting while reciting, (d) volunteering to recite, (e) greeting students whom you recognize on the campus, (f) decorum during an interview with your academic adviser or the adviser for foreign students, (g) accepting or rejecting proffered cigarettes, drinks, "second helpings."
5. These sentences include words that are among the 1200 most frequently used words. Practice reading the sentences; then use each underlined word in another sentence either to illustrate a different mean *or* to illustrate a different form of the word (single-plural, present-past, adjective-adverb, noun-verb).
  1. I *doubt* that the results will be significant.

2. The parking lot is *east* of here.
3. What is the name of a famous race *horse*?
4. Highways that are covered with *ice* are hazardous.
5. Try to *jump* across the puddle.
6. To *laugh* at another's misfortune is rude.
7. It takes perseverance to *master* a new *language* and use it in *conversation*.
8. One's *mental* attitude affects his future success.
9. Many students become *nervous* before taking examinations.
10. The mountaineer struggled up the hill with his *pack* on his back.
11. This material can be found on the first *page* of the textbook.
12. Students who are studying *research* techniques in psychology must become familiar with statistics.
13. *Sudden* changes in temperature may cause glass to break.
14. Although the *wound* was serious, it was not fatal.
15. He seems to be afraid to *talk*.
16. He refuses to finish his project; *besides* he interferes with the progress of others.
17. The *chemical* industries offer ample opportunity for employment there.
18. Our unit was never in *combat*.
19. Examine all the facts before coming to a *conclusion*.
20. They were unable to make *contact* with anyone at that address.
21. Indigo is really a *deep* blue.
22. Everyone *felt* like cheering when he sighted the coastline.
23. I heard the *rumor* but I don't *trust* it.
24. Why not *tie* the smaller dog, Fido, to that *round* stick?
25. The honesty of that *merchant* is unquestioned.
26. Her *mother* called and canceled the appointment.
27. That was an odd color to *paint* a farm house.
28. *Please* think of me as a good friend.
29. It would be both a *waste* and a luxury to have a private swimming *pool*.
30. This pact provides some *security* for both parties.
31. Several days passed before they were able to *settle* the dispute.
32. She said that she was ready to paint the *table*.
33. All of the *television* programs were good last night.

34. One gets *tired* of the same routine, again and again.
35. Oxygen is *vital* to life.
36. They should *advertise* their product more.
37. A major factor in the growth of *airlines* was the improved equipment that was introduced.
38. Congress postponed action on that *bill*.
39. Springfield is the *capitol* of Illinois.
40. He *caught* the chicken easily, for it was in a small pen.
41. The position required a man of unquestionable *character*.
42. Curiosity seems to be *characteristic* of small boys.
43. Some syllogisms have an antecedent and a *consequent*.
44. The ruling of the lower *court* was appealed.
45. They had no *desire* to arouse his anger.
46. One should not hesitate to *exercise* his right to free speech.
47. The *extent* of the damage that was done by the dry weather has not been determined.
48. A *glider* depends on air currents to keep it aloft.
49. The fall of the year is an *ideal* season for hikes.
50. It is practically *impossible* to pass any course without studying.
51. All *instructors* are asked to have their grades ready by Saturday.
52. He was not at *liberty* to say when the drawings would be completed.
53. Jane is compiling a *list* of spelling-words for people who are learning English.
54. At that *moment* the telephone rang.
55. The peak of the *mountain* seems to be *blue*.
56. The candidate was unable to *overcome* such a serious handicap.
57. The officials of the bank have *absolutely* no *authority* in this *affair*.
58. George was careful to *polish* his boots after he learned what the other boys were wearing.
59. The people were so hungry that they almost *raided* the grocery store when the flood subsided.
60. Naturally it is difficult to *remain* calm in the face of disaster.
61. The natural *resources* of all countries should be protected.
62. *Technical* skills are often developed through practice.
63. The children gathered to *sing* carols.

64. The *social* side of school is of considerable importance in the United States.
  65. *Source* materials for the history courses are available early in the semester.
  66. The flood was *awful*, the worst disaster in the history of our state.
  67. He ingeniously made a chair from the *barrel* in which the dishes had been packed.
  68. It is all right to say that Jefferson *bought* the Louisiana Territory from France in 1803.
  69. It is *easy* to *confuse* words that end with *l* and *r*.
  70. We *aren't* certain what the lecturer meant by the *universe*.
  71. The ship that is *blowing* her horn is a *battleship*.
  72. *Fold* the papers lengthwise and pass them toward the aisle.
  73. *Helicopters* have been useful in rescuing persons marooned in relatively inaccessible areas.
  74. To "*lie* down on the job" refers to the neglect of one's duty.
  75. "*Love* is lord of truth and loyalty" according to Edmund Spenser.
  76. He couldn't *maintain* discipline among the children.
  77. We could not *measure* your room because the painters were still working there.
6. Conversations for practice.
- a. Did you say you wanted 100 or 150? It'll make a difference.  
One hundred will be enough.  
That's still a lot.  
Yes, but I read that someone from Arkansas collected a thousand.  
Why did he want so many?  
He hoped to start a museum.
  - b. Are you fond of baked foods?  
You mean pastries?  
Yes.  
I like them, but they are too fattening for me.  
Let's stop at this bake sale.  
Yes, we can buy some pies, cakes, or cookies for the party.  
I hope I can resist eating them.



- c. Are you going to school this summer?  
No, I've been offered a good job.  
In your home town?  
No, out West.  
Will your work be related to your studies?  
I don't think so, but it may help me to decide what I should major in.
- d. Are some English dictionaries better than others?  
Yes, but there are half a dozen that are quite good.  
Are all of them in stock at the college book store?  
Probably, unless the store has only the ones requested by the faculty.  
In any case the ones that are there should be good.  
Oh yes, especially the desk dictionaries; I am not sure about the pocket ones.
- e. Are you a horseman?  
I used to ride a lot but I haven't been on a horse for two or three years. Are you?  
My father raised horses in Kentucky. As a child I rode all of the time.  
Were you reared in the "blue grass" region?  
Yes, in the heart of the "blue grass," near Lexington.  
I like that rolling country.
- f. Is that the constellation Orion?  
Where?  
Straight ahead of us, with the three bright stars forming his belt.  
Are there some smaller constellations within it?  
I don't think so, but one of the largest stars is in it.  
I can't be certain which stars you are looking at.
- g. Do you belong to the yacht club?  
No, but I sail occasionally with my neighbor. Do you sail?  
Well, I have a racing sloop that I enjoy a lot.  
Are all of the boats at the club alike?  
No, not since some of them are privately owned.  
I thought I saw some there with jibs and some without.
- h. Where do you want this?

In the basement.

Near the furnace?

Yes, between the furnace and the wall.

Will you be able to get it in a hurry if you need it?

I think so, and it will be out of our way.

7. Practice saying aloud the four groups of words that follow, arranged as in earlier chapters.

- a. ease, eyes; A's, owes, use.
- b. grew, grow, gray; spree, spry, spray; three, through, throw.
- c. beer, bore, bear, burr, boor (also add s); deal, doll, dell, dull; fig, fog; flees, flaws, flows, flews, flies; gain, gone, gun, gown; grade, grid, greed; hack, hock, hawk, hook, hike; Jake, Jack; keen, cane, cone, coon, coin; cleave, clove; lead (2), lid, laid, lad, lewd, lied, loud, Lloyd; Nick, neck, knack, knock, nook; pin, pain, pen, pan, pawn, pun, pine; please, plays, plies, plows; ridge, rage; safe, surf; skewed, skied, skid; square, squire; slays, slurs, slows; speed, spade, sped, spud, spied; stage, stooge; stress, Strauss; shiek, shake, shack, shock, shook; trill, trail, trawl, trial, troll; this, thus.
- d. chain, chase, chafe; dowse, doubt, down; folk, foal, foam, phone, four, foes; gate, gaze, gage, gale, game, gain, gape; glued, gloom, glues; hair, Hess; jog, job, John, jar, Josh, jot; Craig, crane, crate, crave; code, coke, coal, comb, cone, cope, coat, cove; lab, lad, laugh, lag, lack, lamb, lap, lass, lath; much, mush, muff, mug, muck, mull, mum, mutt; knife, Nile, nine, nice, night, nighs; pawed, Paul, pawn, pause; pure, pews; screech, scream, screen; spill, spin, spit; sketch, scare; stab, staff, stag, stack, Stan; stalk, stall; snowed, snows; slide, slime, slice, slight; shade, shake, shale, shame, shape, shave, chaise; take, tail, tame, tape; tied, tile, time, type, tire, tight, ties; vague, veil, vain, vase; wood, wool; wooed, womb, woos.



## **PART II**

### **EXERCISES IN LISTENING**

Your instructor has prepared a number of exercises in listening. Your skill in listening will improve as you complete the answer sheets that accompany the exercises. These are labeled *Listening Practice 1*, *Listening Practice 2*, etc. Make your responses to them on the following answer sheets.

There has been no attempt to avoid ordinary repetitions and “errors” in oral reading. These are in the speech about you and are in your speech. They are also in your listening exercises.



## LISTENING PRACTICE 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the words that you hear. Each word is pronounced and then spelled two times. Listen for two common ways of spelling double letters, for example *three* and *thre double e*.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 28. _____ | 55. _____ |
| 2. _____  | 29. _____ | 56. _____ |
| 3. _____  | 30. _____ | 57. _____ |
| 4. _____  | 31. _____ | 58. _____ |
| 5. _____  | 32. _____ | 59. _____ |
| 6. _____  | 33. _____ | 60. _____ |
| 7. _____  | 34. _____ | 61. _____ |
| 8. _____  | 35. _____ | 62. _____ |
| 9. _____  | 36. _____ | 63. _____ |
| 10. _____ | 37. _____ | 64. _____ |
| 11. _____ | 38. _____ | 65. _____ |
| 12. _____ | 39. _____ | 66. _____ |
| 13. _____ | 40. _____ | 67. _____ |
| 14. _____ | 41. _____ | 68. _____ |
| 15. _____ | 42. _____ | 69. _____ |
| 16. _____ | 43. _____ | 70. _____ |
| 17. _____ | 44. _____ | 71. _____ |
| 18. _____ | 45. _____ | 72. _____ |
| 19. _____ | 46. _____ | 73. _____ |
| 20. _____ | 47. _____ | 74. _____ |
| 21. _____ | 48. _____ | 75. _____ |
| 22. _____ | 49. _____ | 76. _____ |
| 23. _____ | 50. _____ | 77. _____ |
| 24. _____ | 51. _____ | 78. _____ |
| 25. _____ | 52. _____ | 79. _____ |
| 26. _____ | 53. _____ | 80. _____ |
| 27. _____ | 54. _____ | 81. _____ |



- |            |            |            |
|------------|------------|------------|
| 82. _____  | 103. _____ | 124. _____ |
| 83. _____  | 104. _____ | 125. _____ |
| 84. _____  | 105. _____ | 126. _____ |
| 85. _____  | 106. _____ | 127. _____ |
| 86. _____  | 107. _____ | 128. _____ |
| 87. _____  | 108. _____ | 129. _____ |
| 88. _____  | 109. _____ | 130. _____ |
| 89. _____  | 110. _____ | 131. _____ |
| 90. _____  | 111. _____ | 132. _____ |
| 91. _____  | 112. _____ | 133. _____ |
| 92. _____  | 113. _____ | 134. _____ |
| 93. _____  | 114. _____ | 135. _____ |
| 94. _____  | 115. _____ | 136. _____ |
| 95. _____  | 116. _____ | 137. _____ |
| 96. _____  | 117. _____ | 138. _____ |
| 97. _____  | 118. _____ | 139. _____ |
| 98. _____  | 119. _____ | 140. _____ |
| 99. _____  | 120. _____ | 141. _____ |
| 100. _____ | 121. _____ | 142. _____ |
| 101. _____ | 122. _____ | 143. _____ |
| 102. _____ | 123. _____ | 144. _____ |

If you have the opportunity listen to the exercise again, saying aloud the words that you hear. Can you use all of the words in sentences?

NOTE: This is principally an exercise in listening to the English alphabet, not an exercise in spelling. However, you may wish to treat it also as a spelling lesson. If so, find the spellings of other words that have the same pronunciation as some of the words that you heard.

## LISTENING PRACTICE 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the words that you hear. Each word is pronounced and then spelled one time. Listen for two common ways of spelling double letters, for example *three* and *thre double e*.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 27. _____ | 53. _____ |
| 2. _____  | 28. _____ | 54. _____ |
| 3. _____  | 29. _____ | 55. _____ |
| 4. _____  | 30. _____ | 56. _____ |
| 5. _____  | 31. _____ | 57. _____ |
| 6. _____  | 32. _____ | 58. _____ |
| 7. _____  | 33. _____ | 59. _____ |
| 8. _____  | 34. _____ | 60. _____ |
| 9. _____  | 35. _____ | 61. _____ |
| 10. _____ | 36. _____ | 62. _____ |
| 11. _____ | 37. _____ | 63. _____ |
| 12. _____ | 38. _____ | 64. _____ |
| 13. _____ | 39. _____ | 65. _____ |
| 14. _____ | 40. _____ | 66. _____ |
| 15. _____ | 41. _____ | 67. _____ |
| 16. _____ | 42. _____ | 68. _____ |
| 17. _____ | 43. _____ | 69. _____ |
| 18. _____ | 44. _____ | 70. _____ |
| 19. _____ | 45. _____ | 71. _____ |
| 20. _____ | 46. _____ | 72. _____ |
| 21. _____ | 47. _____ | 73. _____ |
| 22. _____ | 48. _____ | 74. _____ |
| 23. _____ | 49. _____ | 75. _____ |
| 24. _____ | 50. _____ | 76. _____ |
| 25. _____ | 51. _____ | 77. _____ |
| 26. _____ | 52. _____ | 78. _____ |

79. _____	107. _____	135. _____
80. _____	108. _____	136. _____
81. _____	109. _____	137. _____
82. _____	110. _____	138. _____
83. _____	111. _____	139. _____
84. _____	112. _____	140. _____
85. _____	113. _____	141. _____
86. _____	114. _____	142. _____
87. _____	115. _____	143. _____
88. _____	116. _____	144. _____
89. _____	117. _____	145. _____
90. _____	118. _____	146. _____
91. _____	119. _____	147. _____
92. _____	120. _____	148. _____
93. _____	121. _____	149. _____
94. _____	122. _____	150. _____
95. _____	123. _____	151. _____
96. _____	124. _____	152. _____
97. _____	125. _____	153. _____
98. _____	126. _____	154. _____
99. _____	127. _____	155. _____
100. _____	128. _____	156. _____
101. _____	129. _____	157. _____
102. _____	130. _____	158. _____
103. _____	131. _____	159. _____
104. _____	132. _____	160. _____
105. _____	133. _____	161. _____
106. _____	134. _____	162. _____

If you have the opportunity listen to the exercise again, saying aloud the words that you hear. Can you use all of the words in sentences?

**NOTE:** This is principally an exercise in listening to the English alphabet, not an exercise in spelling. However, you may wish to treat it also as a spelling lesson. If so, discover for yourself the spellings of other words that have the same pronunciation as some of these words.

## LISTENING PRACTICE 3

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 80 names, each name twice. Write the initials for the names. For example: the initials for Franklin Delano Roosevelt are F. D. R.; hence, after hearing *Franklin Delano Roosevelt* write *F. D. R.*

- |               |                    |                 |                |
|---------------|--------------------|-----------------|----------------|
| 1. _____      | 21. Mrs. _____     | 41. _____       | 61. _____      |
| 2. Dr. _____  | 22. _____          | 42. _____ II.   | 62. _____      |
| 3. _____      | 23. _____          | 43. _____       | 63. _____      |
| 4. _____      | 24. _____          | 44. _____       | 64. _____      |
| 5. _____      | 25. _____          | 45. _____       | 65. _____      |
| 6. _____      | 26. _____          | 46. _____       | 66. Sen. _____ |
| 7. _____      | 27. _____          | 47. _____       | 67. _____      |
| 8. Sen. _____ | 28. _____          | 48. _____       | 68. _____      |
| 9. _____      | 29. _____          | 49. _____       | 69. _____      |
| 10. _____     | 30. _____          | 50. Prof. _____ | 70. _____      |
| 11. _____     | 31. _____          | 51. _____       | 71. _____      |
| 12. _____     | 32. _____          | 52. _____       | 72. _____      |
| 13. _____     | 33. _____          | 53. _____       | 73. _____      |
| 14. _____     | 34. _____          | 54. _____       | 74. Gov. _____ |
| 15. _____     | 35. _____          | 55. _____       | 75. _____      |
| 16. _____     | 36. _____          | 56. _____       | 76. _____      |
| 17. _____     | 37. _____          | 57. Dr. _____   | 77. _____      |
| 18. _____     | 38. _____          | 58. _____       | 78. Hon. _____ |
| 19. _____     | 39. The Rev. _____ | 59. _____       | 79. _____      |
| 20. _____     | 40. _____          | 60. _____       | 80. _____      |

You will hear 40 sets of initials, each set twice. Write the initials and extend each initial to form a common name used in the United

States. For example: after hearing H. A. G. you might write Harry A. Grant or Henry Arthur Grimes.

- |           |           |
|-----------|-----------|
| 1. _____  | 21. _____ |
| 2. _____  | 22. _____ |
| 3. _____  | 23. _____ |
| 4. _____  | 24. _____ |
| 5. _____  | 25. _____ |
| 6. _____  | 26. _____ |
| 7. _____  | 27. _____ |
| 8. _____  | 28. _____ |
| 9. _____  | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |

Replay the recording, saying aloud all of the names and initials that you hear.

## LISTENING PRACTICE 4

Name \_\_\_\_\_ Date \_\_\_\_\_

You will play four games of Bingo. First, make a cross through the middle space on the first answer form below. Then when you hear a number from the record make a cross through that number on the answer form—if the number is on the answer form. You will hear some numbers that are not on the answer form!

When you have a complete row or column or diagonal of crosses, say BINGO. In an actual game several people have cards and the first one to get a row or column or diagonal filled wins the game. The numbers are said by a caller who draws them from all the numbers that are represented on a complete set of cards (answer forms). Also in an actual game small pieces of wood are placed over the numbers as they are called. The player does not make marks on the card. This exercise provides practice in identifying numbers and five letters.

Game 1

B	I	N	G	O
1	21	31	51	61
3	23	33	53	63
7	17	32	47	72
2	22	42	52	62
9	19	39	49	69

Game 2

B	I	N	G	O
1	21	31	51	61
3	23	33	53	63
7	17	32	47	72
2	22	42	52	62
9	19	39	49	69



Game 3

B	I	N	G	O
1	21	31	51	61
3	23	33	53	63
7	17	32	47	72
2	22	42	52	62
9	19	39	49	69

Game 4

B	I	N	G	O
1	21	31	51	61
3	23	33	53	63
7	17	32	47	72
2	22	42	52	62
9	19	39	49	69

## LISTENING PRACTICE 5

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 80 numbers and units of measurement and simple statements from arithmetic and algebra. You will hear each item two times. Occasionally you will hear alternative readings of the same message. Fill in the missing numbers and units.

- |  |                                |
|--|--------------------------------|
| 1. (Ex.) 97c                           | 29. .007 + =                   |
| 2. (Ex.) $10 + 11 = 21$                | 30. = .027                     |
| 3. $6 \times$ = 42                     | 31. take away leaves           |
| 4. 3 and are                           | 32. - 2 =                      |
| 5. $144 \div 12 =$                     | 33. pints equal qt.            |
| 6. $6\frac{1}{3} + 7\frac{1}{2} =$ 5/6 | 34. , ft. = mile               |
| 7. 36 =                                | 35. in. = ft.                  |
| 8. 3 ft. = 1 yd.                       | 36. ft. = yd.                  |
| 9. \$5                                 | 37. = $1\frac{1}{6}$           |
| 10. \$3 .1                             | 38. \$9                        |
| 11. $10 \div 5 = 2$                    | 39. - = 10                     |
| 12. $x^2 + 2xy +$ = 0                  | 40. $\div$ = 7                 |
| 13. 2 doz.                             | 41. take away is               |
| 14. yds. = rod                         | are                            |
| 15. qts. + 3 = gals.                   | 42. = = gross                  |
| 16. 3 =                                | 43. - =                        |
| 17. $9^2 =$                            | 44. 2 =                        |
| 18. =                                  | 45. ft. $\times$ ft. = sq. ft. |
| 19. $112 +$ , $112 +$ , 224            | 46. \$ .                       |
| 20. , ,                                | 47. \$ .                       |
| 21. , , ,                              | 48. \$57.75 and \$ are         |
| 22. 3, , , 112                         | is                             |
| 23. \$ , .43                           | 49. $\times$ =                 |
| 24. lines/in                           | 50. (x = y) -                  |
| 25. lbs. 7c/lb. + .                    | 51. doz. =                     |
| 26. , lbs. + ton                       | 52. rod = $\frac{1}{2}$        |
| 27. .7 + =                             | 53. = .5                       |
| 28. .07 + =                            | 54. = in.                      |

- |     |                   |          |     |                      |       |
|-----|-------------------|----------|-----|----------------------|-------|
| 55. | sq. rods          | acre     | 68. | AX — —               | 14    |
| 56. | gals. are         | qts.     | 69. | CA — —               |       |
| 57. | 3                 | = 2      | 70. | in. =                | yd.   |
| 58. | 2 =               |          | 71. | oz. =                | lb.   |
| 59. | c.p.s. = middle C |          | 72. | K (or car.)          |       |
| 60. | cycle current     |          | 73. | .2                   |       |
| 61. | ,                 | , 81     | 74. | .                    |       |
| 62. | 42 pgs.           |          | 75. | bu./acre             |       |
| 63. | pp. 312-3         |          | 76. | Dec. , (or 12/25/57) |       |
| 64. | score and yrs. =  | yrs.     | 77. | Speech               |       |
| 65. | lbs. =            | long ton | 78. | The score was 19-    |       |
| 66. | volt current      |          | 79. | He ranged from       | st to |
| 67. | HU — 8 —          |          |     | th in his class.     |       |
|     |                   |          | 80. | doz.                 |       |

Play the record again, repeating the items as you hear them.

## LISTENING PRACTICE 6

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 60 sentences. You will hear each sentence two times. Write the last three words of each sentence.

- |           |           |
|-----------|-----------|
| 1. _____  | 23. _____ |
| 2. _____  | 24. _____ |
| 3. _____  | 25. _____ |
| 4. _____  | 26. _____ |
| 5. _____  | 27. _____ |
| 6. _____  | 28. _____ |
| 7. _____  | 29. _____ |
| 8. _____  | 30. _____ |
| 9. _____  | 31. _____ |
| 10. _____ | 32. _____ |
| 11. _____ | 33. _____ |
| 12. _____ | 34. _____ |
| 13. _____ | 35. _____ |
| 14. _____ | 36. _____ |
| 15. _____ | 37. _____ |
| 16. _____ | 38. _____ |
| 17. _____ | 39. _____ |
| 18. _____ | 40. _____ |
| 19. _____ | 41. _____ |
| 20. _____ | 42. _____ |
| 21. _____ | 43. _____ |
| 22. _____ | 44. _____ |

- |           |           |
|-----------|-----------|
| 45. _____ | 53. _____ |
| 46. _____ | 54. _____ |
| 47. _____ | 55. _____ |
| 48. _____ | 56. _____ |
| 49. _____ | 57. _____ |
| 50. _____ | 58. _____ |
| 51. _____ | 59. _____ |
| 52. _____ | 60. _____ |

If you have the opportunity, listen to the exercise again, repeating the sentences at least one time.

## LISTENING PRACTICE 7

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 75 sentences. You will hear each sentence two times. Write the last three words of each sentence.

- |           |           |
|-----------|-----------|
| 1. _____  | 22. _____ |
| 2. _____  | 23. _____ |
| 3. _____  | 24. _____ |
| 4. _____  | 25. _____ |
| 5. _____  | 26. _____ |
| 6. _____  | 27. _____ |
| 7. _____  | 28. _____ |
| 8. _____  | 29. _____ |
| 9. _____  | 30. _____ |
| 10. _____ | 31. _____ |
| 11. _____ | 32. _____ |
| 12. _____ | 33. _____ |
| 13. _____ | 34. _____ |
| 14. _____ | 35. _____ |
| 15. _____ | 36. _____ |
| 16. _____ | 37. _____ |
| 17. _____ | 38. _____ |
| 18. _____ | 39. _____ |
| 19. _____ | 40. _____ |
| 20. _____ | 41. _____ |
| 21. _____ | 42. _____ |



- |           |           |
|-----------|-----------|
| 43. _____ | 59. _____ |
| 44. _____ | 60. _____ |
| 45. _____ | 61. _____ |
| 46. _____ | 62. _____ |
| 47. _____ | 63. _____ |
| 48. _____ | 64. _____ |
| 49. _____ | 65. _____ |
| 50. _____ | 66. _____ |
| 51. _____ | 67. _____ |
| 52. _____ | 68. _____ |
| 53. _____ | 69. _____ |
| 54. _____ | 70. _____ |
| 55. _____ | 71. _____ |
| 56. _____ | 72. _____ |
| 57. _____ | 73. _____ |
| 58. _____ | 74. _____ |
| 75. _____ |           |

If the sentences were recorded listen to the record again, saying each sentence aloud and imitating the voice that you hear.

## LISTENING PRACTICE 8

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 75 sentences. Except for one word the sentences are the same as the ones below. Encircle the word in each printed sentence that is different from the word you hear.

1. Strict secrecy must be maintained.
2. The bass sang a difficult aria.
3. Baseball is popular with both sexes.
4. Her beau has a bass voice.
5. The president swears to defend the Constitution.
6. A feeling of doom crept over him.
7. The sun rises in the eastern sky.
8. Next, one must proceed to gather information.
9. A famous lecturer spoke to the class.
10. Raw potatoes may be hard to digest.
11. Be sure of your destination before you start.
12. Most graduate students have little time to spare.
13. An apt student will understand the material quickly.
14. The rattler is a poisonous North American snake.
15. The solution of the problem is quite simple.
16. The lion is called "King of the Jungle."
17. Raw vegetables have a higher vitamin content than cooked ones.
18. A man cannot always be judged by his dress.
19. Men have been driven insane from doubts and fears.
20. A high emotional state can cause one to stutter.
21. We must all support our leaders in the project.
22. There are certain disadvantages that arise from being tall.
23. Success cannot always be assessed in terms of wealth.
24. He is a man whose advice is always valuable.
25. Professors will fiercely defend their right of academic freedom.
26. It is wise to adopt a policy of neutrality.
27. The butter melted quickly on the freshly baked bread.
28. Examine all the facts before arriving at a conclusion.

29. The novel constitutes a comparatively recent addition to literature.
30. It is necessary to be specific in answering examination questions.
31. Grand larceny will end with a long sentence in prison.
32. They attempted to convert him to their way of thinking.
33. We entered the cave in a boat at low tide.
34. It is wise to test an article before you purchase it.
35. The test will constitute only a small part of the study.
36. Many lives were lost during the flood that followed the hurricane.
37. A hasty conclusion can be formed without any foundation in fact.
38. The employment office notified me of three jobs within an hour.
39. It was foolish for her to be concerned over the matter.
40. The capitalists believe that communism will bring about its own destruction.
41. It is generally accepted that censorship of films is a necessary evil.
42. Our commander-in-chief, Dwight D. Eisenhower, recently suffered a heart attack.
43. A major problem facing the armed forces today is the lack of technically trained personnel.
44. The individual who has no trouble in collecting data for his thesis is indeed fortunate.
45. The cave provides better shelter for these patients than the gym, the garage, or the tent.
46. The Fascist dictatorship in Italy collapsed with a crash that was immediately sounded around the world.
47. The compass slipped from his hand but it didn't break when it fell on the sidewalk.
48. The teacher cannot hope to use the same lessons for the dull student as for the bright one.
49. The biological drive for oxygen evolves from the fact that it is a necessity for preserving life.
50. The law states that any native-born citizen can be a candidate for President of the United States.
51. The day was so windy that we stayed home and watched the baseball game on our television set.

52. There is a common belief that a maximum of good humor adds to the style of public discourse.
53. Many students find employment in the library where they learn to use the Dewey-decimal system of classification.
54. For the experiment in genetics we will begin with a pair of rabbits the characteristics of which are known.
55. A gentleman from Canada suggested that we confront the problem with a conviction that a solution will be discovered.
56. The bus service in many cities is woefully inadequate for meeting the needs of a large number of people.
57. Christopher Fry, an English author of contemporary renown, has written a brilliant play entitled, "The Lady's Not for Burning."
58. A youth with ambition and intelligence is fortunate and already has much wealth whatever talents he may have otherwise.
59. A license is necessary for driving an automobile, for selling cigarettes, and for fresh-water fishing.
60. The bat is the only true flyer among the mammals, although to the observer, some squirrels give the impression of flying.
61. A bull and a shoat were in the jeep when it rolled backward through the garden and hit the bus.
62. Statistics demonstrate that neither sulphur nor helium will decrease a dull pain that originates in the bone above the teeth.
63. Awards were made by the general to those men who served their country above and beyond the call of duty.
64. I distinctly remember that there was no foundation to the rumor that the first recruits were sold or leased as slaves.
65. Nora Kaye is a great ballerina, for she can combine the rare talents of sensitive acting with an accomplished dancing technique.
66. When marking your papers, place an  $x$  before each statement that is true, and a zero (0) before each statement that is false.
67. He'll attain his ambition this season, not being lazy and having endured the trials of his last assignment on the Alaskan frontier.
68. The committee made the recommendation to the group that they appoint a member of the organization to act in the capacity of historian.

69. To get the most out of a course, it is wise to engage in conversation with your fellow students about the subject matter.
70. A person of your caliber and intelligence is foolish to consent to be drawn into such a silly interview about that ancient expedition.
71. The doctor, a tall thin man with a mild stutter, advocated a plan for the relieving of pain that originated in the patient's nerves.
72. His imagination led him to dream of a civilization in which the academic personnel and the professional politicians would eventually merge and provide outstanding leadership.
73. It is fortunate for all employers that no investigation whatever is being made of what was undoubtedly a slip of the tongue, not a joke.
74. The president, a newly appointed administrator, was fortunate in that he had previously written an apt sentence about the role of fraternities on the university campus.
75. Nevertheless, the author forgot to outline or arrange the substance of his remarks thoroughly before he attempted to expose and denounce poor leadership from the platform.

Now listen to the record again saying each sentence aloud in the manner it is said on the record, but reading the sentences from this sheet.

## LISTENING PRACTICE 9

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 75 questions. Each question is said two times.  
Write one-word answers to the questions.

- |           |           |
|-----------|-----------|
| 1. _____  | 23. _____ |
| 2. _____  | 24. _____ |
| 3. _____  | 25. _____ |
| 4. _____  | 26. _____ |
| 5. _____  | 27. _____ |
| 6. _____  | 28. _____ |
| 7. _____  | 29. _____ |
| 8. _____  | 30. _____ |
| 9. _____  | 31. _____ |
| 10. _____ | 32. _____ |
| 11. _____ | 33. _____ |
| 12. _____ | 34. _____ |
| 13. _____ | 35. _____ |
| 14. _____ | 36. _____ |
| 15. _____ | 37. _____ |
| 16. _____ | 38. _____ |
| 17. _____ | 39. _____ |
| 18. _____ | 40. _____ |
| 19. _____ | 41. _____ |
| 20. _____ | 42. _____ |
| 21. _____ | 43. _____ |
| 22. _____ | 44. _____ |



- |           |           |
|-----------|-----------|
| 45. _____ | 60. _____ |
| 46. _____ | 61. _____ |
| 47. _____ | 62. _____ |
| 48. _____ | 63. _____ |
| 49. _____ | 64. _____ |
| 50. _____ | 65. _____ |
| 51. _____ | 66. _____ |
| 52. _____ | 67. _____ |
| 53. _____ | 68. _____ |
| 54. _____ | 69. _____ |
| 55. _____ | 70. _____ |
| 56. _____ | 71. _____ |
| 57. _____ | 72. _____ |
| 58. _____ | 73. _____ |
| 59. _____ | 74. _____ |
| 75. _____ |           |

Replay the record repeating the questions. Imitate the pronunciation and inflection of the record.

## LISTENING PRACTICE 10

Name \_\_\_\_\_ Date \_\_\_\_\_

In each of the following sentences there are two words in parentheses. Encircle the one you hear from the recording. There are idiomatic expressions used in this exercise. It is permissible to use these expressions in conversation, but try not to use them in writing.

1. All the peaches in the market were (sold – cold) this morning.
2. The cat was playing with a tiny (ball – bell).
3. She tied a (rope – robe) around her young daughter.
4. Do you think you can (make – bake) a cake for dinner?
5. One can see a fine (view – zoo) from their home.
6. The farmer left his (goat – coat) at the edge of the stream.
7. The boy sat dejectedly with his (cat – cap) in his lap.
8. Will you (fry – try) the fish for dinner?
9. There were (bugs – buds) all over my rosebush.
10. He used walnut for that (nice – knife) holder he made.
11. Mr. Brown has a (sheep – cheap) pen.
12. In rainy weather a wise mother has a (rag – rug) at the door for her children to wipe their feet on.
13. It's surprising how much you can teach a (hog – dog).
14. Tommy was (putting – pulling) his wagon into the garage when we drove in the driveway.
15. Who would think my (niece – knees) would give out from such light exercise?
16. Mrs. Smith washed her (hose – clothes) and hung them on the line to dry.
17. From her window Jane could watch John coming home with his (sheep – ship) at the end of the day.
18. (Where – there) is the book you told me to read?
19. The father enjoyed (surprising – depriving) his children.
20. The cattleman's (house – horse) is about the biggest one in these parts.
21. Ah! To walk on the (sand – land) and know it is mine.
22. Professor Jones would be lost without his (classes – glasses).

23. Mrs. Williams surprised her sick daughter with a beautiful black and white (hat – cat).
24. One advantage Edward had when he was young was that he had plenty of (boys – toys) to play with.
25. (Few – new) women's shoes are as comfortable as men's.
26. Sam has a rabbit in his (cap – hat).
27. The manager was (mad – sad) about his player's batting average.
28. He borrowed a (book – buck) from me.
29. The (dock – duck) was all wet.
30. What do you think of my (pup – pop)?
31. Some people think southern pronunciation is (lovely – slovenly).
32. (Chew – choose) your food well.
33. Nothing would please her more than to get a new (gun – gown).
34. The barber (shoved – shaved) the man with the heavy beard.
35. Did you (like – lick) the icing on the cake?
36. The audience (cheered – jeered) when the actor walked out on the stage.
37. Would you mind (chilling – filling) the glasses?
38. You can't go very wrong listening to what your (preacher – teacher) says.
39. People kid Mr. Smith about his red (beard – bird).
40. The soldiers reached the (bridge – ridge) just as the sun was going down.
41. The king's (carriage – marriage) pleased his mother.
42. Considering city dwellers and country folks the (farmer – former) leads the easier life.
43. I want you to leave the (broom – room).
44. Jack (bit – beat) his little brother.
45. Did you (fill – feel) the satin-covered box?
46. The men were hard at work on the (hull – hill).
47. He wants to (sell – sail) his boat before he goes back to school.
48. Jane (laid – led) her baby brother on the lawn.
49. Two dollars is too much to pay for that (pen – pan).
50. Did you say you wanted (ten – tan) sweaters for your daughters?
51. I didn't see the (bug – bag) on the chair when I sat on it.
52. It's surprising how fast the pigs grow when you feed them (mash – mush).

53. Jim felt so well he ran a (mile – awhile).
54. The fishermen came home with nothing but (codfish – catfish).
55. Where did you put the (core – car)?
56. The cowboy had to (shoot – shoe) his horse.
57. I'm so tired I think I'll just (sit – quit) for a while.
58. For hours they sat in the (park – dark).
59. Ed is forever (pleasing – teasing) his little sister.
60. The car crashed into the (hard – guard) rail.
61. The doctor (prescribed – described) the medicine.
62. Who would have thought she'd find it in the big black (hearse – purse)?
63. My father (bought – brought) me a beagle hound.
64. It was her own (collie – folly) that got her into trouble.
65. The statue was (chipped – shipped) by the workmen.
66. Ruth had on a bright red (shirt – skirt).
67. His greatest possession is his new (boat – coat).
68. He didn't know where he'd hidden the (loot – suit).
69. He was looking for (pine – fine) needles.
70. Mary always dresses with (haste – taste).
71. She had a hard time getting her husband to (fry – try) the sweetbreads.
72. Percy didn't want to go to school because he had a blister on his (toes – nose).
73. Jack was busy all afternoon fixing a (tire – fire).
74. Tom went fishing with a (spinner – sinner).



## LISTENING PRACTICE 11

Name \_\_\_\_\_ Date \_\_\_\_\_

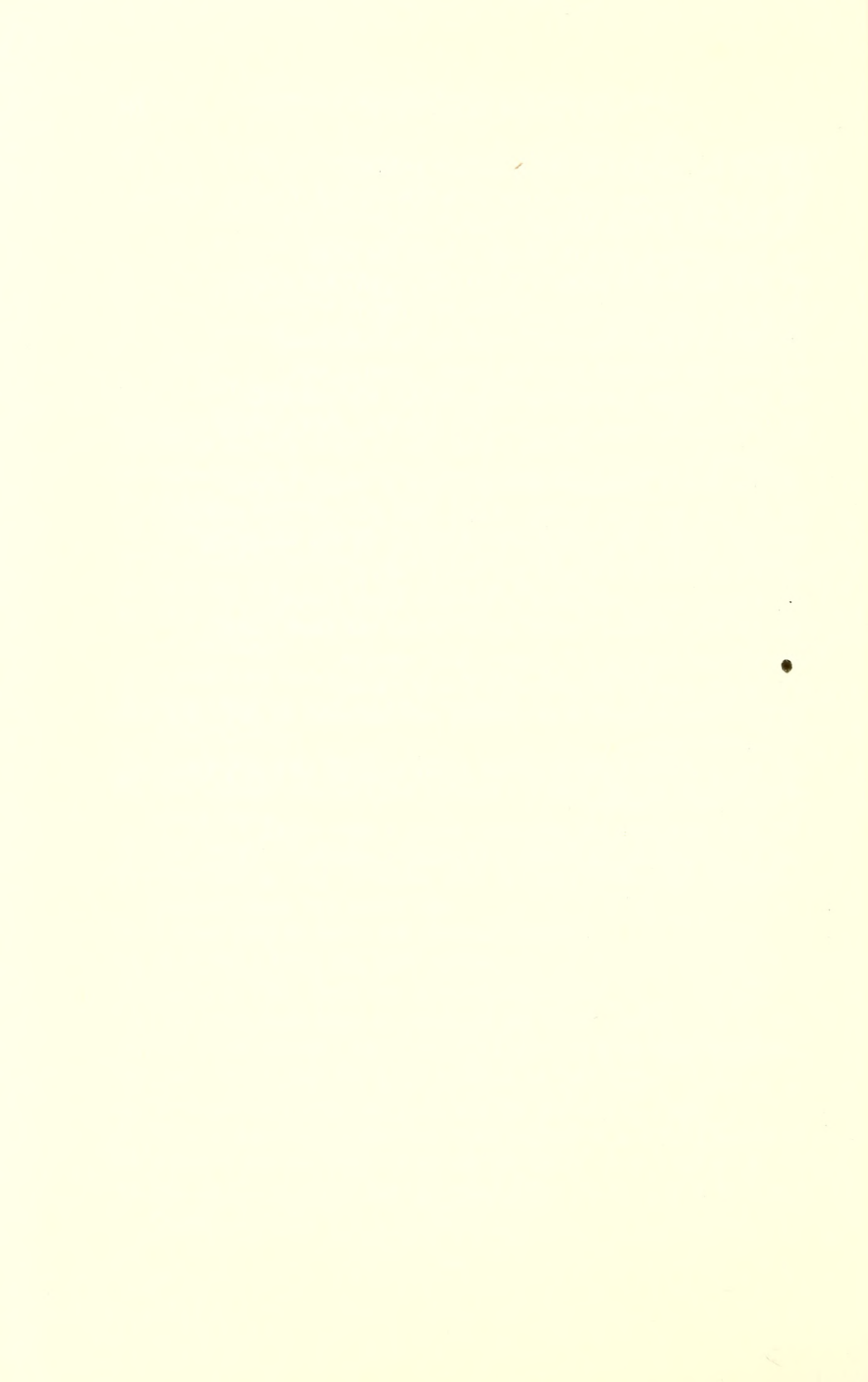
In each of the following sentences there are two words in parentheses. Encircle the one you hear from the recording. There are idiomatic expressions used in this exercise. It is permissible to use these expressions in conversation, but try not to use them in writing.

1. All the peaches in the market were (sold – cold) this morning.
2. The cat was playing with a tiny (ball – bell).
3. She tied a (rope – robe) around her young daughter.
4. Do you think you can (make – bake) a cake for dinner?
5. One can see a fine (view – zoo) from their home.
6. The farmer left his (goat – coat) at the edge of the stream.
7. The boy sat dejectedly with his (cat – cap) in his lap.
8. Will you (fry – try) the fish for dinner?
9. There were (bugs – buds) all over my rosebush.
10. He used walnut for that (nice – knife) holder he made.
11. Mr. Brown has a (sheep – cheap) pen.
12. In rainy weather a wise mother has a (rag – rug) at the door for her children to wipe their feet on.
13. It's surprising how much you can teach a (hog – dog).
14. Tommy was (putting – pulling) his wagon into the garage when we drove in the driveway.
15. Who would think my (niece – knees) would give out from such light exercise?
16. Mrs. Smith washed her (hose – clothes) and hung them on the line to dry.
17. From her window Jane could watch John coming home with his (sheep – ship) at the end of the day.
18. (Where – there) is the book you told me to read?
19. The father enjoyed (surprising – depriving) his children.
20. The cattleman's (house – horse) is about the biggest one in these parts.
21. Ah! To walk on the (sand – land) and know it is mine.
22. Professor Jones would be lost without his (classes – glasses).



23. Mrs. Williams surprised her sick daughter with a beautiful black and white (hat – cat).
24. One advantage Edward had when he was young was that he had plenty of (boys – toys) to play with.
25. (Few – new) women's shoes are as comfortable as men's.
26. Sam has a rabbit in his (cap – hat).
27. The manager was (mad – sad) about his player's batting average.
28. He borrowed a (book – buck) from me.
29. The (dock – duck) was all wet.
30. What do you think of my (pup – pop)?
31. Some people think southern pronunciation is (lovely – slovenly).
32. (Chew – choose) your food well.
33. Nothing would please her more than to get a new (gun – gown).
34. The barber (shoved – shaved) the man with the heavy beard.
35. Did you (like – lick) the icing on the cake?
36. The audience (cheered – jeered) when the actor walked out on the stage.
37. Would you mind (chilling – filling) the glasses?
38. You can't go very wrong listening to what your (preacher – teacher) says.
39. People kid Mr. Smith about his red (beard – bird).
40. The soldiers reached the (bridge – ridge) just as the sun was going down.
41. The king's (carriage – marriage) pleased his mother.
42. Considering city dwellers and country folks the (farmer – former) leads the easier life.
43. I want you to leave the (broom – room).
44. Jack (bit – beat) his little brother.
45. Did you (fill – feel) the satin-covered box?
46. The men were hard at work on the (hull – hill).
47. He wants to (sell – sail) his boat before he goes back to school.
48. Jane (laid – led) her baby brother on the lawn.
49. Two dollars is too much to pay for that (pen – pan).
50. Did you say you wanted (ten – tan) sweaters for your daughters?
51. I didn't see the (bug – bag) on the chair when I sat on it.
52. It's surprising how fast the pigs grow when you feed them (mash – mush).

53. Jim felt so well he ran a (mile – awhile).
54. The fishermen came home with nothing but (codfish – catfish).
55. Where did you put the (core – car)?
56. The cowboy had to (shoot – shoe) his horse.
57. I'm so tired I think I'll just (sit – quit) for a while.
58. For hours they sat in the (park – dark).
59. Ed is forever (pleasing – teasing) his little sister.
60. The car crashed into the (hard – guard) rail.
61. The doctor (prescribed – described) the medicine.
62. Who would have thought she'd find it in the big black (hearse – purse)?
63. My father (bought – brought) me a beagle hound.
64. It was her own (collie – folly) that got her into trouble.
65. The statue was (chipped – shipped) by the workmen.
66. Ruth had on a bright red (shirt – skirt).
67. His greatest possession is his new (boat – coat).
68. He didn't know where he'd hidden the (loot – suit).
69. He was looking for (pine – fine) needles.
70. Mary always dresses with (haste – taste).
71. She had a hard time getting her husband to (fry – try) the sweetbreads.
72. Percy didn't want to go to school because he had a blister on his (toes – nose).
73. Jack was busy all afternoon fixing a (tire – fire).
74. Tom went fishing with a (spinner – sinner).



## LISTENING PRACTICE 12

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear the following 75 common expressions and quotations. You will hear each two times. The first reading follows this manuscript. One or two words in each sentence are changed in the second reading. Encircle the word or words that are changed.

1. A rolling stone gathers no moss.
2. All work and no play makes Jack a dull boy.
3. He who hesitates is lost.
4. A bird in the hand is worth two in the bush.
5. When the cat's away the mice will play.
6. All that glitters is not gold.
7. A stitch in time saves nine.
8. People who live in glass houses shouldn't throw stones.
9. Don't count your chickens before they're hatched.
10. Don't put all your eggs in one basket.
11. You can't teach an old dog new tricks.
12. You can lead a horse to water, but you can't make him drink.
13. Don't cross your bridges until you come to them.
14. Don't burn your bridges behind you.
15. Mighty oaks from little acorns grow.
16. It's an ill wind that blows no good.
17. April showers bring May flowers.
18. Birds of a feather flock together.
19. A watched pot never boils.
20. You can't make a silk purse out of a sow's ear.
21. The straw that broke the camel's back.
22. To err is human, to forgive divine.
23. It never rains but it pours.
24. A little knowledge is a dangerous thing.
25. Necessity is the mother of invention.
26. Fools' names and fools' faces always appear in public places.
27. Blood is thicker than water.
28. Still waters run deep.

29. You can't have your cake and eat it too.
30. You've made your bed; now lie in it.
31. There's more than one way to skin a cat.
32. Don't buy a pig in a poke.
33. Haste makes waste.
34. Make hay while the sun shines.
35. Look before you leap.
36. Absence makes the heart grow fonder.
37. Give a man enough rope and he'll hang himself.
38. The proof of the pudding is in the eating.
39. Time heals all wounds.
40. Opportunity knocks but once.
41. You can't take it with you.
42. Never look a gift horse in the mouth.
43. Dead men tell no tales.
44. Get thee behind me, Satan.
45. An army travels on its stomach.
46. Spare the rod and spoil the child.
47. Feed a cold and starve a fever.
48. The way to a man's heart is through his stomach.
49. Two can live as cheaply as one.
50. Every dog hath his day.
51. Half a loaf is better than none.
52. Truth is stranger than fiction.
53. The pen is mightier than the sword.
54. Lightning never strikes twice in the same place.
55. The grass always looks greener on the other side of the fence.
56. It's the early bird that gets the worm.
57. Early to bed and early to rise makes a man healthy, wealthy,  
and wise.
58. Where there's life there's hope.
59. Money is the root of all evil.
60. Penny-wise and pound-foolish.
61. A miss is as good as a mile.
62. A penny saved is a penny earned.
63. Give them an inch and they'll take a mile.
64. Where there's smoke, there's fire.
65. One bad apple spoils the barrel.

66. A rainbow in the morning, sailors take warning; a rainbow at night, sailors' delight.
67. A fool and his money are soon parted.
68. Two heads are better than one.
69. The game's not worth the candle.
70. Better late than never.
71. There's more to it than meets the eye.
72. One swallow doesn't make a summer.
73. That's carrying coals to Newcastle.
74. That's killing the goose that laid the golden egg.
75. All roads lead to Rome.

Play the record again, repeating the first readings of the sentences. Imitate the pronunciation, rate, and inflection of the recording.





## LISTENING PRACTICE 13

Name \_\_\_\_\_ Date \_\_\_\_\_

For this exercise, you need to use the large catalogue that is in the listening room. Do not mark the catalogue.

If you are not familiar with this catalogue, examine several pages before you listen to the recording. For example, what do you find on page 250? What is one order number? Read the descriptions of two or three items.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| _____     | _____     |
| 2. _____  | 12. _____ |
| _____     | _____     |
| 3. _____  | 13. _____ |
| _____     | _____     |
| 4. _____  | 14. _____ |
| _____     | _____     |
| 5. _____  | 15. _____ |
| _____     | _____     |
| 6. _____  | 16. _____ |
| _____     | _____     |
| 7. _____  | 17. _____ |
| _____     | _____     |
| 8. _____  | 18. _____ |
| _____     | _____     |
| 9. _____  | 19. _____ |
| _____     | _____     |
| 10. _____ | 20. _____ |
| _____     | _____     |



## LISTENING PRACTICE 14

Name \_\_\_\_\_ Date \_\_\_\_\_

For this exercise, you need to use the large catalogue that is in the listening room. Do not mark the catalogue.

If you are not familiar with this catalogue, examine several pages before you listen to the recording. For example, what do you find on page 250? What is one order number? Read the descriptions of two or three items.

- |                    |                    |
|--------------------|--------------------|
| 1. _____<br>_____  | 11. _____<br>_____ |
| 2. _____<br>_____  | 12. _____<br>_____ |
| 3. _____<br>_____  | 13. _____<br>_____ |
| 4. _____<br>_____  | 14. _____<br>_____ |
| 5. _____<br>_____  | 15. _____<br>_____ |
| 6. _____<br>_____  | 16. _____<br>_____ |
| 7. _____<br>_____  | 17. _____<br>_____ |
| 8. _____<br>_____  | 18. _____<br>_____ |
| 9. _____<br>_____  | 19. _____<br>_____ |
| 10. _____<br>_____ | 20. _____<br>_____ |



## LISTENING PRACTICE 15

Name \_\_\_\_\_ Date \_\_\_\_\_

You will hear 100 pairs of words. One member of each pair contains [l]; the other contains [r]. Write *l - r* or *r - l* to show the order of the words that illustrate the contrast between these two sounds.

- |           |           |           |           |            |
|-----------|-----------|-----------|-----------|------------|
| 1. _____  | 21. _____ | 41. _____ | 61. _____ | 81. _____  |
| 2. _____  | 22. _____ | 42. _____ | 62. _____ | 82. _____  |
| 3. _____  | 23. _____ | 43. _____ | 63. _____ | 83. _____  |
| 4. _____  | 24. _____ | 44. _____ | 64. _____ | 84. _____  |
| 5. _____  | 25. _____ | 45. _____ | 65. _____ | 85. _____  |
| 6. _____  | 26. _____ | 46. _____ | 66. _____ | 86. _____  |
| 7. _____  | 27. _____ | 47. _____ | 67. _____ | 87. _____  |
| 8. _____  | 28. _____ | 48. _____ | 68. _____ | 88. _____  |
| 9. _____  | 29. _____ | 49. _____ | 69. _____ | 89. _____  |
| 10. _____ | 30. _____ | 50. _____ | 70. _____ | 90. _____  |
| 11. _____ | 31. _____ | 51. _____ | 71. _____ | 91. _____  |
| 12. _____ | 32. _____ | 52. _____ | 72. _____ | 92. _____  |
| 13. _____ | 33. _____ | 53. _____ | 73. _____ | 93. _____  |
| 14. _____ | 34. _____ | 54. _____ | 74. _____ | 94. _____  |
| 15. _____ | 35. _____ | 55. _____ | 75. _____ | 95. _____  |
| 16. _____ | 36. _____ | 56. _____ | 76. _____ | 96. _____  |
| 17. _____ | 37. _____ | 57. _____ | 77. _____ | 97. _____  |
| 18. _____ | 38. _____ | 58. _____ | 78. _____ | 98. _____  |
| 19. _____ | 39. _____ | 59. _____ | 79. _____ | 99. _____  |
| 20. _____ | 40. _____ | 60. _____ | 80. _____ | 100. _____ |





## APPENDIX I

### WORDS FOR PHONETIC PRACTICE

WORDS with which you are familiar are grouped below in terms of phonetic characteristics. The basic list from which the words are drawn is the 1300 most-common words in classroom speeches. However, there are many compromises. Since some sounds occur more often than others some lists of illustrative words have been reduced and others have been expanded by including words used less frequently. The first instance of the latter in each group is noted by an asterisk. The same word may appear in several groupings, for it may conveniently illustrate more than one phonetic element.

Identify the groups of words in manners that are clear to you. Use illustrative words from your language, and the diacritical markings and phonetic symbols of your dictionaries to make the identification of the crucial sounds of the word groups instantly meaningful.

Space is provided in connection with each sound for you to add other words that you or your instructor believes require your special attention.

Finally this section includes a page on which you should list pairs of words or groups of words that you seem to say alike but which you should differentiate, for example, *slip* and *sleep*; *jolly*, *jelly*, and *Jerry*; *Youngstown* and *Johnstown*; *west* and *vest*; *Paris* and *palace*; *minnow*, *mineral*, and *meadow*. This page will always be relevant to you. It provides your most personal exercises for practice; also it will show evidence of your progress.

#### 1. *Vowels and Diphthongs.* [i] tree, feel, cheap.

a	b	c	d	e
1. eat ✓	people ✓	we're	freedom	treat
2. east ✓	idea	heat	seen	committee

3. be	degree	fleet	least	police
4. free	real	immediate	speed	teamwork
5. lead	leader	defeat	leave	chief*
6. feel	easier	speaker	street	geography
7. he	beat	submarine	please	league
8. team	series	we've	deep	meat
9. these	weak	marine	precede	needle
10. sea	three	recent	easily	employee
11. teach	require	machine	ideal	evening
12. seat	teacher	deal	resource	beat
13. we'll	gasoline	complete	negro	achieve
14. meal	either	speak	easy	agreement
15. we'd	week	sleep	legal	previous
16. steel	clean	economics	extreme	stream
17. meet	feeling	disease	feature	ceiling
18. reach	create	receive	torpedo	appreciate
19. green	meteorology	increase	magazine	heed
20. piece	automobile	report	secret	proceed

[1] this, fill, hear.

a	b	c	d	e
1. in ✓	very	isn't	opinion	plastic
2. is ✓	many	without	morning	everyone
3. it	only	study	century	religion
4. if	movie	story	itself	mere
5. will	any	body	period	colonial
6. with	probably	increase	invasion	theory
7. which	vicious	practical	family	audience
8. his	system	necessary	kill	finish
9. been	pretty	experience	within	silver
10. thing	radio	split	instead	strip
11. fear	consider	near	invent	victory
12. win	business	company	nothing	carrier
13. pick	democracy	engineer	definite	direction
14. hit	minute	bring	particular	citizen
15. wind	instance	factory	advantage	democratic
16. wish	history	built	simple	imagine

\*Words that are below or in columns to the right of the word marked by an asterisk are not in the word lists of Part I.

17. drill	mineral	figure	article	basic
18. swim	position	himself	clear	already
19. quick	civilian	especially	basic	difficult
20. fish	military	continue	immediate	anyway
21. inch	international	physical	selection	opportunity
22. money	party	been	equipment	duty
23. trip	establish	limit	distance	meteorologist
24. divide	information	university	majority	liberal
25. profit	meteorology	improvement	political	discuss
26. serious	single	feeling	music	knowledge
27. inside	anyone	everybody	instrument	principle
28. exist	ability	disease	electric	ready
29. early	economic	official	division	signal
30. appear	influence	issue	intelligence	

[e/er] they, great, make.

a	b	c	d	e
1. aid ✓	basic	game	safe	explain
2. a ✓	create	name	maintain	invasion
3. age	afraid	raise	waste	straight
4. acre	remain	base	naval	lay
5. way	generation	paper	navigation	populate
6. say	populate	basic	communication	navigator
7. train	campaign	race	communicate	escape
8. mail	late	station	plain	obtain
9. trade	radio	co-operate	dangerous	mistake
10. shape	navy	stay	native	brain
11. wave	pay	major	save	organization
12. claim	rate	newspaper	wait	education
13. weight	locate	railroad	face	occupation
14. page	debate	range	gave	hate
15. table	occasion	scale	statement	nature
16. paint	take	fail	situation	neighbor
17. raid	whale	operation	anyway	ration
18. date	famous	aviation	information	entertain
19. grade	became	concentrate	gain	space
20.		change	wage	estimate

[ɛ] get, when, there.

a	b	c	d	e
1. else ✓	many	attempt	death	send
2. dead ✓	explain	especially	everyone	invent
3. very	plenty	everybody	accept	direct
4. when	definite	friend	electric	object
5. them	effort	ourselves	military	president
6. their	express	ahead	whether	tremendous
7. well	record	second	test	special
8. men	already	weather	health	attention
9. hair	yourself	together	lead	protest
10. square	anyway	sent	letter	anyone
11. chair	regular	necessary	center	ready
12. rest	represent	experience	method	pressure
13. left	remember	engineer	exact	temperature
14. kept	compare	themselves	success	except
15. yet	prevent	himself	itself	generation
16. less	prepare	member	century	territory
17. head	develop	effect	entire	weapon
18. check	enter	revolution	step	correct
19. sent	ever	engine	instead	experience
20. met	impress	metal	per cent	anymore
21. wear	defense	estimate	express	credit
22. bed	extreme	gentleman	medical	suggest
23. yes	unless	lessen	warfare	heavy
24. press	benefit	affair	progress	settle
25. sell	consequence	depression	forget	strength
26. election	fundamental	direction	entertain	export
27. west	threaten	recognize	intelligence	element
28. shell	myself	extent	level	chemical
29. felt	essential		elect	spend

[æ] have, fast, bad.

a	b	c	d	e
1. and ✓	after	graduate	program	balance
2. as	answer	handle	practical	morale
3. at	master	rapid	class	automatic
4. an	chance	battle	camp	sacrifice
5. add	draft	attack	exact	activity

6. has	perhaps	stand	plant	satisfy
7. glass	actual	can't	began	propaganda
8. had	cannot	manage	average	capture
9. can	factory	value	past	manufacture
10. man	understand	shall	fast	mass
11. back	matter	haven't	act	factor
12. than	advantage	plastic	manner	magazine
13. lack	command	action	capitol	branch
14. track	establish	travel	bank	laugh
15. pack	advance	aircraft	campaign	combat
16. half	national	practice	transportation	contact
17. pass	demand	afternoon	absolute	language
18. map	democratic	attitude	tax	advertise
19. tank	imagine	navigator	transport	animal
20. gas	background	black	standard	broadcast
21. grant	habit	hasn't	gasoline	traffic
22. band			gamble	gather

[ɔ] ought, for, or.

a	b	c	d	e
1. all ✓	torpedo	forget	paw	warn
2. war ✓	draw	broadcast	pawpaw	haul
3. for	organization	ball	dissolve	dog
4. because	warm	fought	exhaust	organ
5. also	walk	morrow	logarithm	ordeal
6. cross	across	moralize	resort	transform
7. loss	fall	ordinary	orthodox	absorb
8. upon	although	storm	order	appall
9. lost	gone	football	plausible	dormitory
10. almost	morning	foreign	asphalt	scorch
11. quarter	often	forward	dawn	squall
12. brought	saw	north	slaughter	inform
13. already	strong	wall	thaw	pause
14. wrong	officer	horse	corporate	awe
15. offer	automobile	caught	formula	awkward
16. information	organize	awful*	inform	cautious
17. audience	cost	forest	tomorrow	forge
18. taught	majority	recall	fortunate	inaugurate
19. shortage	all right	nor	author	onslaught
20.	authority	cork	forgot	straw



[ʌ] but, one, from.

a	b	c	d	e
1. up✓	couple	nothing	substitute	succeed
2. us✓	sudden	among	bunch*	wonderful
3. sun	other	discover	lucky	club
4. fun	construction	submarine	sunk	stutter
5. but	product	difficult	funny	support
6. judge	summer	trouble	muscle	jungle
7. love	instructor	someone	somewhat	gum
8. sum	company	everyone	somewhere	instruction
9. jump	until	color	destruction	butter
10. just	subject	overcome	justice	adult
11. come	once	somebody	mud	dull
12. won	study	fundamental	rush	seem
13. tough	above	plus	southern	utter
14. young	money	brother	drug	adjust
15. gun	sometime	function	struggle	button
16. cut	doesn't	none	suffer	umbrella
17. pump	understand	customer	fund	unknown
18. ton	result	hunt	gunner	unusual
19. trust	cover		hull	dust
20.	wonder		stuff	crush

[o/ou] so, know, go.

a	b	c	d	e
1. pole✓	below	alone	overcome	goal
2. broke✓	motor	notice	social	tomorrow
3. load	over	open	fold	yellow
4. wrote	also	automobile	patrol	buffalo
5. most	only	propose	ocean	enrollment
6. no	moment	coast	cargo	nose
7. cold	owner	co-operate	smoke	o'clock
8. road	torpedo	colonial	approach	stone
9. roll	locate	blow	chose	tobacco
10. whole	won't	shoulder	coach	globe
11. hold	close	occasion	note	motion
12. though	ago	clothing	hotel*	potato
13. boat	control	emotion	ok	spoke
14. slow	total	marrow	quote	hole
15. told	radio	nobody	coat	sold

16. both	almost	protect	rope	expose
17. vote	suppose	railroad	window	bone
18. hope	follow	postwar	local	owe
19. low	program	Negro	studio	bolt
20. fold	although	stroke	associate	ratio

(v) good, foot, push.

a	b	c	d	e
1. would ✓	shouldn't	outlook	bullet	neighborhood
2. pull ✓	fishhook	lookout	wouldn't	partook
3. full	footstep	plywood	bookcase	sugar
4. wood	goodbye	pullman	misunderstood	retook
5. hooky	goodly	push-ups	bulletin	crook
6. hook*	goodness	undertook	overtook	nook
7. wool	likelihood	woolen	goodnight	shook
8. stood	overlook	childhood	bosom	bushel
9. cook	footpedal	bull	butcher	manhood
10. took	football	faithful	crooked	brook
11. wolf	wooden	cookie	pudding	bushy
12. hood	understood	couldn't	pulley	brotherhood
13. soot	hoodwink	motherhood	forsook	eventful
14. puss	hookworm	eventful	mistook	output
15. bulldozer	rook	full-scale	pushbutton	bulwark
16. bulldog	cushion	full dress	pullet	bully
17. rookie	fulfil	fullback	foot hill	bullock
18. undertook		push cart	afoot	
19. woodchuck			footing	

(u) to, do, who.

a	b	c	d	e
1. you ✓	movement	lose	tool making	harpoon
2. food ✓	movie	moon	tooth	platoon
3. group	you're	proof	toothbrush	retool
4. room	you'll	whose	rooster	soup
5. two	yourself	youth	spoon	taboo
6. pool	wound	doom	scoot	waterproof
7. soon	remove	root	ruler	blew
8. true	revolution	brood	shampoo	bloom
9. prove	threw	fool	sharpshooter	bamboo

10. shoe	afternoon	foolish	saloon	baboon
11. tool	ruin	balloon	ooze	booth
12. truth	maneuver	bathroom	loop	boobytrap
13. route	crew	chew	soundproof	broom
14. blue	improvement	duet	tattoo	undo
15. troop	loose	mood	tour	zoom
16. you've	you'd	noon	classroom	unto
17. move	choose*	smooth	approve	droop
18. rule	cool	stool	blueprint	moonshine
19. into	flew	stoop	boom	
20. throughout	cruise	movable	cartoon	

[a] father, are, not.

a	b	c	d	e
1. arm ✓	rocket	responsibility	combat	helicopter
2. odd ✓	charge	topic	contact	constant
3. not	regard	copper	economy	market
4. heart	dollar	farther	gotten	occupation
5. hard	cannot	solve	sergeant	contribution
6. car	economics	quality	shot	cargo
7. top	profit	progress	art	continent
8. block	possible	policy	cooperate	electron
9. hot	democracy	department	object	obvious
10. star	follow	modern	proper	confidence
11. spot	body	bomber	congress	geography
12. shop	common	article	march	park
13. box	knowledge	armed	operation	philosophy
14. guard	approximately	party	politics	property
15. drop	propaganda	opportunity	dark	architect
16. knock	colony	popular	consequence	mark
17. bark	populate	concentrate	impossible	armor
18. farm	communism	farmer	polish	card
19. bar	process	product		promise
20. yard		regard		

[ə] sofa, about, open.

a	b	c	d	e
1. ago	possible	American	intelligence	station
2. amount	second	allied	normal	distance

3. agree	business	method	thousand	religion
4. often	democracy		democratic	information
5. upon	woman	common	racket	university
6. student	pilot	experience	aviation	colonial
7. tremendous	instance	company	listen	majority
8. congress	minute	across	scientific	president
9. special	actual	especially	prisoner	function
10. attention	position	continue	private	surface
11. marine	principle	opinion	lesson	approach
12. national	economic	various	essential	medical
13. foreign	official	period	officer	nation
14. temperature	division	policy	statement	habit
15. accord	million	department	revolution	obvious
16. approximately	liberal	recent	submarine	quality
17. children	signal	science	union	society
18. ahead	citizen	island	automobile	customer
19. collect	element	among	organize	importance
20. machine	mention	discover	international	ability
21. system	colony	influence	physical	attempt
22. attach	weapon	area	situation	determine
23. final	responsibility	equal	engine	propaganda
24. concentrate	beautiful	magazine	equipment	difference
25. movement	considerable	operation	opportunity	political
26. section	direction	purpose	action	

/ju/ɪu/ you, use, view.

a	b	c	d	e
1. cure	argument	utility	dispute	volume
2. unit	useful	abuse	executive	accumulate
3. music	uranium	failure	inoculation	amputate
4. value	accurate	humidity	reputation	amuse
5. particular	valuable	unusual	tribune	bureaucracy
6. confuse	youth	accurate	unify	musician
7. occupy	unite	humorous	universal	prosecutor
8. fuel	huge	review	acute	repute
9. occupation	peculiar	vacuum	amusement	unanimous
10. regular	stimulate	calculation	annual	vestibule
11. communication	excuse	humanity	articulate	bugle
12. manufacture	humor	regulate	attribute	cumulus
13. populate	munition	useless	curious	curriculum

14. beautiful	regulation	utilize	executor	cuticle
15. security	rescue	bureau	formulate	evacuate
16. popular	secure	community	fury	fuse
17. contribution	argue	Cuba	mutual	invaluable
18. communicate	distribution	cube	pupil	irregular
19. execute	graduate	discontinue	refugee	
20. uniform	unity		unique	

[aɪ] I, by, time.

a	b	c	d	e
1. ice	ideal	wind	all right	devise
2. I'm	rider	drive	tired	moralize
3. I've	vital	mine	air line	survive
4. I'd	fire	provide	exercise	device
5. I'll	final	rise	dry	driver
6. nice	decide	buy	wide	iron
7. like	pilot	scientist	glide	pipe
8. high	allied	design	myself	sacrifice
9. site	supply	occupy	private	society
10. sign	eye	wife	scientific	empire
11. write	sometime	arrive	die	satisfy
12. sight	entire	Bible	guy	define*
13. side	science	outside	apply	height
14. kind	island	inside	besides	grind
15. light	tried	size	advertise	high school
16. mind	behind	flight	desire	microphone
17. dive	organize	recognize	glider	wipe
18. white	strike	child	rifle	diver
19. price	require	climb	lie	hire
20. fine	divide	slight	tie	library
21.				
22.				
23.				
24.				
25.				

[aʊ] our, about, crowd.

a	b	c	d	e
1. out	throughout	amount	mountain	astound
2. down	outside	scour	plow	bounty

3. how	ourselves	underground	announcement	clown
4. mouth	without	account	county	countless
5. house	allow	somehow	flower	crown
6. rout	surround*	bow	outer	drought
7. ground	bound	encounter	anyhow	flour
8. town	outfit	manpower	blackout	foundry
9. sound	ounce	row	doubtful	fountain
10. south	outstanding	chow	housewife	grouchy
11. round	announce	drown	outbreak	hourly
12. scout	outline	outcome	output	layout
13. pound	shout	powder	outskirts	mouse
14. doubt	mount	soundproof	profound	nowadays
15. wound	shower	towel	sow	outdoor
16. proud	undoubted	tower	trout	outlaw
17. crowd	cow	arouse	abound	outlook
18. thousand	bounce	boundry	air power	outpost
19. background	loud	compound	allowance	outrage
20. powerful	pronounce	horsepower	announcer	outwit
21.				
22.				
23.				
24.				
25.				

[ɔɪ] oil, boy, destroy.

a	b	c	d	e
1. join	enjoy	soil	poison	employee
2. disappoint*	avoid	choice	appoint	employ
3. alloy	convoy	loyal	unemployment	exploit
4. oily	spoil	unemployed	standpoint	thyroid
5. buoy	coil	loyalty	noise	poise
6. deploy	soya	soybean	typhoid	boyish
7. turmoil	buoyant	coin	coinage	celluloid
8.	invoice	joyous	pointer	voice
9.	viceroy	unloyal	re-employ	employment
10.				
11.				
12.				
13.				
14.				
15.				



2. *Consonants.* [p] pain.

a	b	c	d	e
1. put	people	airplane	approximately	discipline
2. part	important	develop	except	prisoner
3. place	improve	troop	propaganda	private
4. plane	company	purpose	capture	spot
5. plan	type	step	practical	topic
6. pole	probably	particular	experience	impress
7. point	top	plastic	simple	per cent
8. plant	ship	practice	party	rapid
9. pass	period	proper	report	shop
10. pay	speech	express	propose	campaign
11. poor	department	represent	improvement	express
12. peace	problem	protect	strip	progress
13. play	compare	paper	operation	shape
14. pull	keep	speaker	spend	copper
15. past	map	equipment	respect	apply
16. past	especially	opportunity	profit	jump
17. push	speed	co-operate	political	deep
18. prove	opinion	personal	perfect	capitol
19. pound	open	accept	appear	proud
20. pump	policy	president	popular	equip
21. piece	drop	provide	spent	spring
22. price	help	explain	trip	paint
23. pack	happen	newspaper	populate	polish
24. page	person	pressure	weapon	patrol
25. pool	upon	sleep	process	transport
26. plain	present	principle	responsibility	export
27. plus	production	prepare	escape	approach
28. pipe	power	keep	police	occupy
29. press	example	prevent	product	depend
30. up	operate	temperature	spread	couple
31.				
32.				
33.				
34.				
35.				

[b] bean.

a	b	c	d	e
1. box	basic	barrel	broadcast	debate
2. bank	absolute	below	contribution	background
3. ball	barracks	balance	brother	nobody
4. bar	basin	neighbor	gamble	bullet
5. but	obtain	Bible	about	be
6. back	combat	substitute	believe	being
7. both	liberty	before	bomb	build
8. buy	anybody	problem	begun	book
9. bed	obvious	better	base	bit
10. beat	habit	between	automobile	bring
11. born	probably	remember	object	boat
12. broke	able	submarine	blood	everybody
13. blow	become	football	liberal	bunch*
14. by	maybe	rubber	black	chamber
15. big	brought	break	block	tube
16. boy	bomber	beautiful	bird	baby
17. built	trouble	benefit	beside	bound
18. bill	ability	brain	impossible	burn
19. blue	responsibility	branch	bought	bottom
20. band	table	battleship	somebody	describe
21.				
22.				
23.				
24.				
25.				

[t] top.

a	b	c	d	e
1. train ✓	represent	direct	travel	time
2. team ✓	outside	tried	university	get
3. town	without	immediate	accept	intelligence
4. told	notice	statement	aircraft	just
5. troop	practical	effort	majority	democratic
6. ton	sometime	automobile	object	into
7. to	destroy	difficult	practice	first
8. take	doesn't	enter	president	after
9. trip	cannot	fleet	stay	great
10. taught	brought	heat	tremendous	mathematic

11. truck	couldn't	international	hit	most
12. tree	understood	situation	meteorology	graduate
13. type	continue	wasn't	meteorologist	hat
14. try	result	trouble	term	country
15. tell	doctor	fast	attention	little
16. talk	vote	party	electric	attempt
17. eat	strong	strike	kept	shoot
18. split	department	act	citizen	must
19. boat	entire	equipment	that	doesn't
20. sent	recent	opportunity	exist	start
21. short	instead	station	it	improvement
22. lost	past	cost	trip	want
23. plant	invent	different	but	right
24. built	definite	haven't	west	pat
25. least	matter	coast	at	except
26. rest	particular	limit	not	government
27. sit	wait	plastic	what	today
28. meet	advantage	co-operate	about	straight
29. write	effect	distance	out	part
30. step	article	duty	foot	factor
31.				
32.				
33.				
34.				
35.				

[d] deep.

a	b	c	d	e
1. do	divide	discipline	tired	round
2. day	tremendous	defense	raid	shoulder
3. due	advance	advantage	crowd	debate
4. did	everybody	department	rider	broadcast
5. draft	don't	different	devise	precede
6. dead	today	found	nobody	standard
7. done	around	doctor	dangerous	grade
8. does	doesn't	build	we'd	glide
9. drink	toward	hard	introduce	stand
10. dry	period	read	demand	spend
11. die	idea	old	pound	democratic
12. deep	definite	under	propaganda	include

13. dark	direct	need	ready	reduce
14. date	provide	during	road	considerable
15. draw	discuss	didn't	thousand	bird
16. drop	degree	find	handle	send
17. drill	outside	hand	product	wonder
18. duty	ahead	understand	load	island
19. down	inside	order	red	modern
20. good	trade	field	children	discover
21. could	rapid	word	end	immediate
22. should	disease	land	industry	record
23. made	forward	production	destroy	already
24. speed	wide	side	couldn't	armed
25. told	railroad	develop	I'd	difficulty
26. said	accord	heard	instead	behind
27. aid	blood	wood	squad	command
28. tried	altitude	design	attend	different
29. drive	add	determine	wound	sound
30. wide	child	odd	desire	leader
31.				
32.				
33.				
34.				
35.				

[k] keep.

a	b	c	d	e
1. kept	color	track	conclusion	accomplish
2. crew	electric	active	character	elect
3. sold	economics	black	exercise	occupy
4. climb	explain	concentrate	chemical	court
5. claim	accord	correct	contact	consequent
6. cross	approximately	escape	dark	instructor
7. crowd	except	product	security	confuse
8. kill	barracks	recognize	capitol	helicopter
9. can	capture	American	caught	stick
10. come	manufacture	block	characteristic	constant
11. call	victory	conference	extent	market
12. came	equal	conquer	overcome	occur
13. coach	factor	considerable	technical	tax
14. crowd	perfect	mistake	bank	economy

15. cure	political	rank	educate	extreme
16. case	correct	topic	broadcast	occupation
17. class	respect	commission	corner	circle
18. clear	section	experience	credit	couple
19. clean	direction	broke	secret	acre
20. care	express	box	contribution	affect
21. cost	explain	campaign	occasion	background
22. coast	democratic	consist	cargo	communicate
23. corps	rocket	express	commercial	election
24. scale	colony	copper	committee	smoke
25. scout	mathematics	drink	clothing	record
26. back	basic	construction	traffic	compare
27. quick	communism	politics	automatic	take
28. stroke	create	squad	export	like
29. break	include	pack	lecture	make
30. truck	locate	combat	sacrifice	think
31.				
32.				
33.				
34.				
35.				

[g] gave.

a	b	c	d	e
1. glass	propaganda	legal	dig	garden
2. grow	Negro	cargo	drug	grew
3. glide	suggest	navigation	finger	gum
4. gas	magazine	regular	goal	gravitation
5. guard	signal	background	grab	organ
6. guy	exist	government	gunner	regulation
7. guess	single	big	log	angle
8. grant	graduate	again	distinguish	vague
9. green	navigator	example	globe	congregate
10. grade	recognize	given	govern	garage
11. go	regard	began	hamburger	gradual
12. get	agree	organize	trigger	guide
13. great	organization	degree	cigarette	gauge
14. good	glider	geography*	engage	golden
15. give	gasoline	league	examine	golf
16. got	gotten	grind	governor	grand

17. gone	gamble	machine gun	grass	suggestion
18. gave	gather	phonograph	investigate	began
19. girl	forget	agreement	jungle	gadget
20. gain	leg	argument	forgot	gear
21.				
22.				
23.				
24.				
25.				

[f] food.

a	b	c	d	e
1. farm	famous	laugh	myself	flight
2. fun	forward	finish	farmer	benefit
3. for	family	influence	scientific	safe
4. first	profit	beautiful	awful	forget
5. force	warfare	offer	feature	rifle
6. far	conference	afraid	fought	fuel
7. fail	defense	father	sacrifice	fundamental
8. foot	traffic	farther	satisfy	surface
9. film	familiar	function	confuse	felt
10. from	affect	careful	before	fold
11. field	affair	wife	found	if
12. fly	powerful	after	officer	few
13. feet	off	fight	enough	life
14. fine	fellow	different	fill	find
15. fear	final	definite	difficult	air force
16. fit	officer	information	aircraft	front
17. free	effort	afternoon	floor	effect
18. fact	physical	official	foreign	football
19. form	different	manufacture	fair	draft
20. face	feeling	further	perfect	fleet
21. fast	full			
22.				
23.				
24.				
25.				



[v] vain.

a	b	c	d	e
1. view	every	heavy	navigation	involve
2. vote	develop	movement	survive	evening
3. of	believe	level	obvious	evil
4. have	value	private	native	achieve
5. give	improve	movie	visit	avoid
6. live	even	vital	river	conversation
7. wave	however	maneuver	remove	diver
8. save	several	invent	event	invade
9. gave	ever	ourselves	driver	vast
10. we've	never	advantage	devise	convey
11. solve	everything	prove	device	convince
12. love	given	discover	village	govern
13. serve	aviation	revolution	arrive	civilization
14. drive	themselves	haven't	silver	convert
15. nervous	cover	divide	prevent	driven
16. very	average	travel	everybody	eventual
17. television	everyone	advertise	advance	governor
18. over	university	overcome	provide	investigate
19. government	navigator	universe	voice*	salvage
20. victory	active	naval	favorite	cave
21.				
22.				
23.				
24.				
25.				

[θ] theme.

a	b	c	d	e
1. three	thousand	enthusiasm	authentic	anthropologist
2. threw	authority	growth	booth	authoritative
3. thing	threaten	synthetic	earthquake	authorization
4. think	athletic*	birth	enthuse	beneath
5. through	length	birthday	fourth	birth
6. thought	breath	third	ornithologist	blacksmith
7. truth	theatre	thrill	overthrow	Catholic
8. both	thin	enthusiastic	sleuth	childbirth
9. with	wealth	sympathy	sympathetic	ethical
10. month	youth	theology	thermometer	lengthwise

11. north	athlete	thesis	thickness	mathematician
12. health	author	thick	thirty	mirth
13. worth	faith	thrust	thoroughfare	non-faith
14. something	bathroom	thunder	thread	orthodox
15. month	teeth	filth	threat	plaything
16. everything	thorough	commonwealth	throttle	Plymouth
17. anything	throat	thimble	toothpaste	ruthless
18. mathematics	bath	thorn	toothpick	southpaw
19. throughout	bath tub	thyroid	worthless	southward
20. strength	path	apathy	amphitheatre	thaw
21.				
22.				
23.				
24.				
25.				

✓ [ð] the.

a	b	c	d	e
1. that	themselves	southern*	thereby	unworthy
2. they	other	lathe	furthest	withstand
3. this	another	leather	fathom	fatherland
4. there	rather	nevertheless	thou	grandfather
5. them	further	feather	grandmother	seaworthy
6. these	mother	bother	thence	therein
7. then	father	forefathers	thereon	
8. than	brother	logarithm		
9. thus	clothing	rhythm		
10. those	gather			
11. their	neither			
12. smooth	farther			
13.				
14.				
15.				
16.				
17.				

✓ [s] soon.

a	b	c	d	e
1. so	this	extent	next	base
2. some	just	resource	officer	strong
3. say	first	guess	since	century

4. see	also	absolute	several	policy
5. such	most	express	case	recent
6. said	reduce	estimate	ask	purpose
7. same	us	defense	industry	instead
8. slight	must	consist	ice	past
9. song	start	box	research	ourselves
10. squad	course	safe	stick	science
11. sing	something	loss	exist	face
12. small	place	trust	supply	simple
13. state	lasts	lists	increase	someone
14. set	school	certain	necessary	music
15. side	it's	famous	sometime	thus
16. sort	scientist	interest	class	explain
17. sent	politics	universe	destroy	glass
18. seen	last	soldier	experience	signal
19. saw	horse	waste	lost	spent
20. sit	master	speech	themselves	sense
21. save	nervous	impossible	pass	single
22. step	sudden	peace	understand	store
23. send	besides	consequence	across	yes
24. strip	settle	instructor	especially	listen
25. split	list	person	least	myself

[z] zone.

a	b	c	d	e
1. poison	ourselves	zero *	examine	memorize
2. was	organize	surprise	otherwise	noise
3. as	recognize	prison	wise	oppose
4. has	prisoner	arise	afterwards	vice-president
5. his	design	choose	expose	forefathers
6. use	easy	examination	opposite	horizontal
7. those	easily	phase	opposition	observe
8. cause	organization	refuse	excuse	possess
9. does	desire	presidency	munitions	crazy
10. news	devise	amaze	specialize	he's
11. lose	easier	busy	mechanism	mobilize
12. please	magazine	nose	resemblance	physician
13. chose	thousand	televise	abuse	praise
14. present	advertise	cruise	criticize	proposition
15. realize	confuse	deposit	desert	reorganize

16. themselves	hasn't	disaster	dissolve	utilize
17. result	series	whose	exhaust	citizenship
18. propose	citizen	analyze	freeze	civilize
19. disease	exercise	civilization	ladies	compromise
20. newspaper	moralize	compose	likewise	hazardous
21.				
22.				
23.				
24.				
25.				

[ʃ] shot.

a	b	c	d	e
1. show	transportation	shortage	mission	shouldn't
2. should	election	special	shark	shout
3. ship	emotion	attention	shock	definition
4. she	ration	pressure	addition	dictatorship
5. short	revolution	generation	competition	foolish
6. shape	international	section	distinguish	gravitation
7. shall	situation	aviation	motion	munitions
8. shop	establish	commission	solution	politician
9. shore	action	polish	ambition	preparation
10. shoot	information	relation	ammunition	regulation
11. shell	organization	occupation	destination	shower
12. push	battleship	navigation	leadership	specialize
13. wash	shoulder	commercial	shined	bushel
14. especially	contribution	accomplish	classification	exception
15. nation	ocean	mention	efficiency	imagination
16. education	reaction	crash*	instruction	inflation
17. production	function	efficient	investigation	sheet
18. national	social	application	permission	shoat
19. finish	operation	destruction	projection	abolish
20. official	direction	examination	shelter	bushy
21.				
22.				
23.				
24.				
25.				

[ʒ] measure.

a	b	c	d	e
1. conclusion	television	occasion	pleasure	camouflage
2. sabotage	garage	unusual	casualty	erosion
3. leisure	explosion	disillusion	regime	conversion
4. disillusionment	diversion	seizure	corrosion	confusion
5. protege	provisional	visualize		
6.				
7.				
8.				
9.				
10.				

[hw], what.

a	b	c	d	e
1. which	whatnot*	somewhat	whatever	whereby
2. when	wheel	whenever	everywhere	whatsoever
3. why	whereas	whisper	whereabouts	whip
4. while	whiskey	whistle	nowhere	whirl
5. anywhere	whence	wheat	whittle	
6.				
7.				
8.				
9.				
10.				

[w] watt.

a	b	c	d	e
1. we	awake	one	language	wild
2. was	warm	equal	consequence	wise
3. will	quiet	anyone	waste	worm
4. with	water	swim	wife	afterwards
5. wide	between	forward	wing	requirement
6. were	postwar	weapon	won	worn
7. would	pow wow	worship	wash	wool
8. well	watch	west	weren't	wore
9. world	away	warfare	we'd	warn
10. work	always	worth	weigh	warden
11. want	quarter	wave	willing	persuade
12. went	within	wear	winter	queer

13. week	wonder	wood	window	wet
14. word	wasn't	quality	western	twenty
15. wait	equipment	equip	wipe	twist
16. we're	everyone	worse	acquaint	quartermaster
17. we've	require	wise	quality	wake
18. wind	square	weight	wealth	welcome
19. wage	someone	worry	otherwise	witness
20. wall	quick	wound	twice	
21.				
22.				
23.				
24.				
25.				

[h] he.

a	b	c	d	e
1. have	however	hire	hang	hazardous
2. has	human	hull	hatred	headline
3. had	heat	hall	he'd	heavens
4. his	haven't	hamburger	helium	heavily
5. how	ahead	heed	herself	hover
6. him	hasn't	highway	hundred	happiness
7. here	habit	hobby	helmet	harbor
8. high	health	hospital	hide	harness
9. health	hot	whose	hike	heartly
10. hand	handle	harm	humidity	hedge
11. home	heavy	hip	havoc	heroism
12. hear	hill	hole	horizontal	historically
13. heard	horse	hussy	humorous	holler
14. hard	helicopter	hadn't	hat	hop
15. hit	height	haul	hemisphere	horror
16. held	herd	huge	hasn't	horsepower
17. hair	hell	whom	hid	husband
18. hate	hotel	hock	humanity	heal
19. hunt	happy	humor	hung	hint
20. heart	high school	hurt	handful	horn
21.				
22.				
23.				
24.				
25.				

## [j] yacht.

a	b	c	d	e
1. you	yesterday	regulation	loyal	articulate
2. your	yield	unity	regulate	companion
3. use	yank	utility	useless	formulate
4. year	yardstick	failure	utilize	refugee
5. usual	Yankee	unusual	yell	shipyard
6. you're	universal	barrier	youngster	unique
7. civilian	yearbook	billion	unify	accumulate
8. opinion	yearn		annual	musician
9. particular	yolk			unanimous
10. university	yourself			
11. yes	youthful			
12. communism	youth			
13. universe	ammunition			
14. you'd	unite			
15. yard	peculiar			
16. familiar	stimulate			
17. uranium*	beyond			
18. formula	humor			
19.				
20.				
21.				
22.				
23.				
24.				
25.				

## [tʃ] chest.

a	b	c	d	e
1. child	natural	preach	mutual	chip
2. chair	century	chew	porch	chisel
3. cheap	children	childhood	bench	clutch
4. chose	situation	pitch	chain	creature
5. which	temperature	punch	championship	culture
6. such	capture	search	cheer	fixture
7. each	manufacture	structure	chimney	handkerchief
8. speech	teacher	challenge	curvature	hatch
9. change	research	channel	ditch	miniature
10. match	merchant	chose	hitchhike	mixture



11. watch	feature	champion	leech	moisture
12. branch	approach	fortune	posture	saturate
13. touch	nature	lunch	unfortunately	scorch
14. couch	choose	chin	agriculture	staunch
15. chief*	rich	chow	armchair	chapter
16. chart	beach	cultural	breeches	charm
17. chess	purchase	entrench	charity	charter
18. chase	choice	virtually	checkup	chick
19. chest	eventual	chop	childish	chime
20. cheat	fortunate	differentiate	chill	choke
21.				
22.				
23.				
24.				
25.				

[dʒ] joke.

a	b	c	d	e
1. jump	bridge	engage	refrigerator	savage
2. join	gym	jungle	gadget	technology
3. judge	stage	region	jury	unjust
4. generation	urge	salvage	juvenile	adjustment
5. range	gauge	strategy	package	objective
6. strange	pledge	arrange	prejudice	orange
7. suggest	job	projection	project	procedure
8. gentleman	ledge	legislative	psychological	psychologist
9. intelligence	plunge	originate	exaggerate	reject
10. imagine	rage	digest	justify	theology
11. shortage	sponge	disadvantage	legislation	angel
12. original	fudge	discharge	register	eligible
13. language	geography	garage	rigid	gesture
14. educate	justice	gradual	image	gigantic
15. village	privilege	imagination	ingenuous	objection
16. energy	injure	passenger	journey	storage
17. sergeant	logical	adjust	origin	vegetable
18. jeep*	agent	emergency	pigeon	analogy
19. page	agency	percentage	psychology	jail'
20. edge	religious	legislature	vegetation	refugee
21.				
22.				

23.

24.

25.

[1] lake.

a	b	c	d	e
1. like	supply	essential	unless	island
2. live	practical	loose	cold	real
3. long	allow	felt	equal	shall
4. love	class	impossible	fail	leader
5. loss	simple	will	gentleman	colonial
6. leg	clear	little	political	liberal
7. lost	clean	awful	locate	normal
8. lay	fleet	fellow	police	signal
9. law	trouble	patrol	lessen	level
10. list	children	animal	pool	total
11. look	split	plain	liberty	climb
12. last	football	enlist	all	claim
13. life	knowledge	solve	world	apply
14. lie	ability	plant	plane	table
15. low	color	themselves	place	colony
16. load	electric	built	call	listen
17. let	principle	least	fold	block
18. line	sleep	else	final	hill
19. land	alone	result	plan	also
20. lot	early	article	relation	rifle
21. large	explain	difficult	below	fuel
22. laugh	glass	physical	sell	tool
23. lack	health	national	neutral	skill
24. pole	official	railroad	gamble	limit
25. wall	feeling	silver	rule	drill
26. fill	floor	blood	told	girl
27. we'll	element	easily	policy	full
28. oil	single	family	kill	child
29. scale	value	glide	pull	roll
30. mail	beautiful	million	ourselves	slow
31.				
32.				
33.				
34.				
35.				

✓ [r] rain.

a	b	c	d	e
1. read	very	sort	clear	prevent
2. run	army	far	tried	rate
3. rest	country	form	care	electric
4. rule	through	realize	organize	fear
5. real	before	front	record	foreign
6. race	your	hard	price	forward
7. range	every	control	we're	prepare
8. rise	around	across	party	principle
9. road	course	short	report	pressure
10. rank	part	increase	proper	railroad
11. red	important	practical	compare	street
12. roll	improve	necessary	square	accord
13. route	probably	destroy	train	approximately
14. raid	really	near	protect	postwar
15. are	reason	brought	already	majority
16. for	training	free	threw	practice
17. there	hour	result	trouble	president
18. our	problem	ironing	strike	drive
19. war	under	remember	propose	provide
20. their	during	strong	wrong	degree
21. were	natural	period	drill	floor
22. your	order	recent	religion	north
23. more	force	represent	require	rubber
24. year	several	entire	mere	ready
25. great	air	troop	travel	crew
26. start	present	write	marine	stroke
27. right	production	average	return	march
28. here	rather	crop	trade	victory
29. large	carry	prove	draft	operation
30. try	general	article	everybody	rocket
31.				
32.				
33.				
34.				
35.				

[m] moon.

a	b	c	d	e
1. more	from	small	money	economy
2. men	compare	matter	sometime	damage
3. make	time	problem	common	morale
4. most	them	department	attempt	automatic
5. meet	some	bomb	temperature	smoke
6. man	many	am	approximately	accomplish
7. my	come	mineral	demand	importance
8. may	remember	became	family	medical
9. much	modern	pump	improvement	mention
10. made	army	immediate	manufacture	mathematics
11. me	must	statement	gentleman	warm
12. mean	him	automobile	magazine	farmer
13. main	human	majority	motor	middle
14. mine	team	someone	normal	movement
15. map	bomber	term	determine	met
16. mere	simple	limit	famous	manner
17. mile	submarine	among	market	master
18. match	armed	command	morale	chemical
19. mass	tremendous	equipment	empire	overcome
20. meal	major	information	democratic	extreme
21. mail	meteorology	home	element	communicate
22. swim	meteorologist	become	imagine	emotion
23. jump	manage	company	myself	familiar
24. claim	marine	maybe	similar	customer
25. climb	instrument	example	summer	gamble
26. storm	sometime	month	communism	maneuver
27. arm	something	enemy	movement	film
28. same	important	number	estimate	mistake
29. might	improve	form	merchant	commission
30. came	themselves	almost	mother	impress
31.				
32.				
33.				
34.				
35.				

[n] noon.

a	b	c	d	e
1. new	industry	continue	century	prevent
2. nor	final	opinion	entire	foreign
3. not	business	began	recent	train
4. nice	return	notice	within	mention
5. near	citizen	open	instead	weapon
6. need	unless	gone	send	want
7. next	many	advance	wonder	men
8. knock	into	national	invent	any
9. know	certain	represent	science	communism
10. north	different	answer	definite	around
11. news	point	human	enter	aviation
12. none	didn't	inside	international	done
13. night	airplane	instrument	situation	happen
14. note	change	don't	wasn't	person
15. main	again	thousand	anyway	natural
16. end	turn	then	haven't	colony
17. front	enough	only	sound	line
18. and	sent	plane	ton	land
19. in	children	listen	action	never
20. on	money	went	information	general
21. one	town	plan	university	knew
22. when	necessary	training	colonial	clean
23. can	common	found	wind	concern
24. an	company	find	audience	behind
25. no	doesn't	imagine	mine	engine
26. down	cannot	education	attention	command
27. than	plant	sense	marine	gain
28. mean	couldn't	between	anyone	fine
29. hand	seen	month	knowledge	enjoy
30. learn	understand	number	manage	alone
31.				
32.				
33.				
34.				
35.				

[ŋ] ding-dong.

a	b	c	d	e
1. wrong	single	flank	lightening	punctual
2. thing	language	ping pong	hunger	outranked
3. long	clothing	drunk	monger	puncture
4. strong	ring*	kidding	monk	paperhanger
5. sink	willing	sprung	string	prolong
6. spring	ceiling	bang	wrestling	selflubricating
7. swing	belong	gangerine	Congo	slung
8. drink	finger	gangster	clang	sphinx
9. song	length	gastank	fingerprint	rink
10. sing	string	blanket	drank	toolmaking
11. wing	tongue	tanker	fling	stung
12. strength	jungle	yank	grudgingly	stunk
13. something	king	congressmen	distinguishable	unseeing
14. being	distinct	everlasting	hummingbird	wedding
15. training	lying	monkey	innerspring	upbringing
16. during	delinquency	misunderstanding	mingle	upstanding
17. along	sank	sang	meaningless	Yankee
18. everything	flunk	willingness	lengthwise	donkey
19. anything	sting	anger	oblong	tingle
20. feeling	youngster	anti-tank	off spring	mink
21.				
22.				
23.				
24.				
25.				

3. *Confusions in Pronunciation.*

	a	b	c
1. Ex.	slip sleep	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_





## APPENDIX II

### MATERIALS FOR EXERCISES IN LISTENING

A SERIES of 50 listening exercises, each 10-15 minutes in length, is recommended. Answer sheets, similar to the ones of Part II, can be prepared. Each project can be an individual exercise in which the student proceeds at his own pace. Alternatively, a group can listen simultaneously to recordings or to live voice. The playbacks, if used, can well have freely moving pickup arms in order for a student to replay a short segment easily and quickly. If the students listen through headsets one will not disturb the other listeners if he repeats material aloud.

Master recordings are most easily made with a magnetic-tape recorder. A 10-second sweep-hand timer is a valuable aid. The reader who follows a timer can predict the length of his material, can maintain a steady gait, and can readily correct his more serious mistakes. However, imperfections in reading are encouraged, not discouraged. The student should hear normal, natural English.

Scripts for 50 exercises are not included here. The 15 that are suggested are ones around which many others can be built. They are characterized by *repetition*. The instructor need not use original materials for all exercises in listening. Samples of speech can be recorded directly from broadcasts, borrowed from local radio stations, recorded at public lectures or in the classroom, for example, in public speaking classes. An answer-sheet with 10-12 questions that require factual responses can be prepared for each recording. A master recording should not be used by the students; copies should be made for them.

Recordings should represent normal speech, not slow, precise pronunciations. Indeed, if the schedule suggested in the following examples is followed the pace will be slightly fast. Each item should be preceded by a carrier phrase, as *number 1*, *number 2*, etc.

## EXERCISES 1 AND 2

### RECOGNIZING THE ENGLISH ALPHABET (SPELLING)

The following words are approximately words 1300-1600 in order of frequency of usage by college students in classroom speeches. The words should be scrambled in order. For Listening Practice 1, one hundred thirty-six words are pronounced and spelled two times at five-second intervals. Total time: 1,360 seconds. The two pronunciations can demonstrate alternative pronunciations in some instances. For Listening Practice 2, single pronunciations and spellings are indicated. Note that in the answer form the serial position of *o'clock* is set on the answer sheet. The word is printed to exemplify the use of the *apostrophe* in oral spelling.

Address, admit, afford, airport, alcohol, amateur, architect, arise, armor, atomic, baby, bound, bunch, burn, camera, capable, captain, card, central, chamber, chief, choose, civil, classic, coat, confidence, connect, conquest, contain, cool, cooperate, count, crack, crash, decision, declare, define, destruction, detail, dinner, district, efficient, eliminate, employee, evening, evil, examination, execute, expand, expert, facility, favorite, fell, fix, flag, flew, forest, formula, fortress, funny, geography, grind, happy, height, hell, herd, high school, honor, hotel, incident, involve, lawyer, league, led, local, lose, lucky, machine gun, mark, meat, mechanic, microphone, miss, mission, mix, mud, muscle, needle, oh, parent, park, phase, philosophy, phonograph, physics, principle, print, prison, privilege, professor, promise, property, pure, quote, rain, ran, rear, refer, refuse, repair, replace, ring, rope, rush, scare, scene, sermon, share, sick, skin, slide, somewhat, somewhere, southern, spirit, studio, sunk, surprise, surround, task, thank, tin, tube, uniform, voice, weight, western, willing, window, winter, wipe, zero.

Abroad, academy, accurate, achieve, acquaint, addition, Africa, agency, agent, agreement, aim, aluminum, amaze, antiaircraft, appreciate, argument, artillery, assembly, assistant, associate, assume, athletic, atmosphere, avoid, basketball, beach, belong, bombardier, bottom, brave, breathe, buffalo, busy, cadet, capacity, career, ceiling, chart, chemistry, chess, Christian, circulate, competitive, competition, complicate, conflict, contract, conversation, convey, convince, crop, cruise, custom, danger, depositor, describe,

dig, disaster, distinguish, diver, drug, dye, earn, edge, effective, enable, enrollment, excellent, extend, extra, finger, firm, formation, friendly, fund, globe, goal, God, govern, grab, gunner, hall, hamburger, heed, highway, hire, hobby, hospital, hull, industry, infantry, infect, inform, injure, institution, invade, laid, lathe, length, log, logical, meant, medicine, mill, minister, model, nose, o'clock, ounce, outfit, paid, pattern, permanent, plant, pleasure, port, possibility, predict, presidency, previous, publish, punish, pursuit, qualify, quantity, radical, rich, rock, rough, sailor, sand, schedule, shark, shock, smile, spite, starve, stone, stream, string, struggle, stuck, stuff, succeed, suffer, tail, target, taste, televise, tend, tennis, terrible, tobacco, tomorrow, uranium, useful, vast, wonderful, worst, yellow.

### EXERCISE 3. INITIALS AND NAMES

Listening Practice 3 relates to several objectives. The primary one lies in the association of the initial or the first sound of a name with a letter, impossible with a name like *Knight* or *Irwin*. Several common forms of American names are illustrated. It is suggested that each name be pronounced two times at five-second intervals. This list should be scrambled and probably some local names substituted; however, the printed titles of the answer sheet should agree with the acoustic stimuli.

- |                          |                           |
|--------------------------|---------------------------|
| 1. Fred E. Baker, Jr.    | 16. Faye Emerson          |
| 2. Tallulah Bankhead     | 17. Maurice Evans         |
| 3. Ethel Barrymore       | 18. Wilma J. Evans        |
| 4. Sen. John L. Biggs    | 19. William Faulkner      |
| 5. Pamela Brown          | 20. Edna Ferber           |
| 6. Ralph Carlton         | 21. F. Scott Fitzgerald   |
| 7. Kathryn Cornell       | 22. Margot Fonteyn        |
| 8. Noel Coward           | 23. Henry Ford II         |
| 9. Olivia deHaviland     | 24. Robert Frost          |
| 10. Keith Devine         | 25. The Rev. Edward Gates |
| 11. John Dewey           | 26. John Gielgud          |
| 12. Paul Douglas         | 27. Betty Grable          |
| 13. Lester Payne Philips | 28. Robert E. Hall        |
| 14. Leo Durocher         | 29. Helen Hayes           |
| 15. T. S. Eliot          | 30. Ernest Hemingway      |

- |                               |                           |
|-------------------------------|---------------------------|
| 31. Oveta Culp Hobby          | 56. Lily Pons             |
| 32. Claude Hunter             | 57. Emily Post            |
| 33. M. Carol Irwin            | 58. Archibald A. Hill     |
| 34. Ruth Beckey Irwin         | 59. J. Arthur Rank        |
| 35. H. Charles Jamison        | 60. Mary Roberts Rinehart |
| 36. Mrs. A. B. Johnson        | 61. Eleanor Roosevelt     |
| 37. Grace Kelly               | 62. Barbara Ann Scott     |
| 38. Gov. Myron G. Phillips    | 63. Sandra Schneider      |
| 39. Sen. Harry Painter        | 64. G. B. Shaw            |
| 40. Sinclair Lewis            | 65. Cornelia Otis Skinner |
| 41. Hon. Henry Cabot Lodge    | 66. L. C. Smith           |
| 42. Clare Booth Luce          | 67. Margaret Chase Smith  |
| 43. Thomas Mann               | 68. J. Milton Cowan       |
| 44. Mary Martin               | 69. John Charles Thomas   |
| 45. Wayne D. Mayo             | 70. Dr. Richard Todd      |
| 46. Mercedes McCambridge      | 71. Dr. Lee Travis        |
| 47. Edna St. Vincent Millay   | 72. Harry S. Truman       |
| 48. Marilyn Monroe            | 73. Earl Warren           |
| 49. Anna Mary Robertson Moses | 74. Orsen Welles          |
| 50. Richard Nixon             | 75. Dr. Paul Dudley White |
| 51. William O'Dwyer           | 76. Virginia Wolfe        |
| 52. Laurence Olivier          | 77. Clifford Van Wood     |
| 53. J. T. Owen                | 78. Prof. W. Hayes Yeager |
| 54. Milton B. Patterson       | 79. Darryl F. Zanuck      |
| 55. Roberta Peters            | 80. Robert L. Zinn        |

A continuation of the exercise should require the student to fit appropriate American Names to 40 sets of initials, recorded two times at five-second intervals. This will be difficult for most foreign students.

- |             |              |                 |
|-------------|--------------|-----------------|
| 1. M. K. B. | 10. H. N.    | 19. R. H. P.    |
| 2. C. M.    | 11. F. P. R. | 20. L. M.       |
| 3. A. J. D. | 12. I. G. T. | 21. I. A. G.    |
| 4. W. O. O. | 13. A. B. W. | 22. O. G. J.    |
| 5. E. R. Y. | 14. U. J. D. | 23. Q. E. B.    |
| 6. B. L. V. | 15. C. M. L. | 24. M. U. J.    |
| 7. H. Q. W. | 16. D. A. E. | 25. Y. H. W.    |
| 8. F. H. S. | 17. H. K. M. | 26. F. L. L. R. |
| 9. I. P. Z. | 18. S. T. V. | 27. C. C. C.    |

- |              |                 |              |
|--------------|-----------------|--------------|
| 28. T. G. U. | 32. E. R. A.    | 37. W. O. D. |
| 29. A. O. Y. | 34. N. I. P.    | 38. B. K. N. |
| 30. W. R. V. | 35. T. B. F.    | 39. R. B.    |
| 31. B. Q. S. | 36. H. H. L.    | 40. H. S. M. |
|              | 37. S. S. D. B. |              |

### EXERCISES 4 AND 5. NUMBERS

Listening Practice 4 merely requires that the student recognize numbers (and five letters) and possibly extract meaning from an unusual vocal pattern as he responds to a "Bingo" caller. The scripts for this must be improvised by the instructor to accommodate the answer sheet. Each of the four games should last about 35 calls. Some numbers should be called two times and in different manners, as "B-6; 6 under B." A new number can be called each five seconds.

The instructor will have little difficulty fitting a complete script to Listening Practice 5. Indeed, the student can apparently solve the first few problems without listening. But, he will listen and be surprised to hear "six tenths times seventy . . . one thousand four hundred forty divided by twelve . . ." etc. Several alternative wordings are indicated, as *minus* and *take away*, *plus* and *and*, etc. Beginning with No. 7 the script might read, "the square root of 3600 equals 60; 300 feet equals 100 yards; five dollars plus three dollars equal eight dollars; three hundred dollars and 10 cents; ten divided by five tenths equals twenty;  $x^2 + 2xy + y^2 = 0$ ; two dozen minus three equals twenty-one; eleven yards equal two rods; thirteen quarts plus three quarts equal four gallons; the cube root of eight is two; nineteen squared is three hundred sixty-one. These 80 items can be read and repeated at five-second intervals.

### EXERCISE 6. WORDS IN CONTEXT

The following 60 sentences were constructed to represent sentences of different lengths, from three to twenty-one words. The sentences can be used in several ways. A useful exercise results from asking the listeners to write the three final words of each sentence (Listening Practice 6). This alerts the students to the fact that the article is treated as a word in English and that a



contraction of two words is treated as one word. Invariably this exercise is difficult and a monitor or the instructor who is present during the progress of the exercise will have the opportunity to accomplish much reinforcement of correct learning quickly. The instructor should scramble the order of the sentences. Most of the sentences can be read and re-read at five-second intervals. The final twenty, as ordered here, may require 7½-second intervals.

The sentences can also be used for supplementary oral work, the students reading them and changing declarative forms to interrogative, present tense to past, etc. Some of the sentences are readily adapted to pictorial representation. Thus, while oral work is in process a few students may be drawing pictures of "We drove along the shore road" and others, on the blackboard. The students can then explain their drawings and give or receive an explanation of such words as *shore*, *bridge*, and *barrel*.

1. We left immediately. 2. This is difficult. 3. Where are you?
4. Surely it's heavy. 5. Buy it there. 6. The curtains are almost dry. 7. Three cars want to pass. 8. The other screw is loose. 9. All that may change tomorrow. 10. Work has its own rewards. 11. The special meeting was quickly adjourned. 12. They want to borrow a car tomorrow. 13. They have been there previously. 14. We drove home along the shore road. 15. That blue sky doesn't mean a thing. 16. He was last seen driving a new black automobile. 17. He has been very successful in the advertising business. 18. He went to the beach early in the morning. 19. Mary said that she enjoyed the party very much. 20. She did not like bridge so she went home. 21. Yellow seems to be the favorite color this year. 22. That noise could not have come from the west. 23. Bells are tolled, rung slowly, for sad events. 24. You will find last year's calendar under the glass. 25. Cancelled stamps are sometimes worth more than new ones. 26. We went fishing before dawn and came back well after dusk. 27. He sailed around the world but did not find the treasure. 28. As the rain poured down, they hastily moved the tables indoors. 29. A man in a white coat greeted them at the door. 30. The package was mailed two days after we received your letter. 31. My teacher wants me to compare the areas of two cones. 32. Since television is popular there is need for many new writers. 33. Neither black nor white tires have



any advantages in that regard. 34. While the cistern is almost dry we had better clean it. 35. Uncut pages do not necessarily mean the printer is careless. 36. The treasure was found buried near the only tall tree on the island. 37. The house is built on the edge of a cliff, overlooking the lake. 38. The performance will begin shortly after the guests are seated on the lawn. 39. We went to the nearby coast and looked at the high blue waves. 40. Other farmers have been traveling through here to see how our farmers work. 41. He was born on a cold morning in January in a cabin in the mountains. 42. They drove up one street and down another, looking for their lost cat and dog. 43. The man broke five plates and three cups in the process of packing the barrels. 44. If the package weighs much more than three pounds, take it to the station yourself. 45. Dark yellow would look as well next to that green strip as light brown does. 46. A long gravel road, bordered by ancient cedar trees, leads to the two-story red brick house. 47. The job involves typing varied material, scoring test papers, and tabulating the scores on ruled yellow paper. 48. If you want to see a good show be sure to see the new movie tomorrow night. 49. Writing is a lucrative profession for a few people who have the knack of stating ideas clearly. 50. This paper may be thin and give an appearance of wearing out easily, but it's really tough. 51. The red book that you see on the desk has a complete report of the events before he left. 52. The dial just to the left of center is the one to use if you send an emergency message. 53. If I am to get nineteen words in this sentence I am going to have to add little ones. 54. Listening to sentences is harder than I expected, principally because they contain words that I have not heard before. 55. Mary, who is shopping this afternoon, asked me to come after her at four o'clock but I can't go. 56. This one seems to me to take more work than the original plan, but, of course, there is a way out. 57. The wind blew very hard last week and many shingles on the west side of the barn blew away. 58. A few hours of sunshine today will help the corn a lot now that we have had two inches of rain. 59. The doctor said that Bill is out of danger but that he will have to stay in bed a few days. 60. The new company that is moving into the old red building across the street has more trucks than we can store.

### EXERCISES 7 AND 8

Another list of 75 sentences can be found in Listening Practice 8, arranged in order of ascending sentence length. These sentences are "loaded" with words that occur with the relative frequency 1300-1600 in the classroom vocabulary of college students. It is suggested that these sentences be the basis for two recordings. The first recording (Listening Practice 7) would be a scrambled ordering of the list in the manner of Listening Practice 6 and the students' task the same as in that exercise.

The second recording, in preparation for Listening Practice 8, includes one substitute word in each sentence. There are many possible substitutions. The instructor may wish to use some or all of the following:

Kept, solo, football, good, affirms, her, moon, facts, students, might, certain, waste, learn, deadly, easy, beasts, boiled, attire, insane, stammer, cause, advantages, money, good, always, plan, rolls, decision, poem, exact, term, change, high, buy, portion, typhoon, basis, told, unnecessary, inevitable, task, had, men, lucky, this, earth, floor, stupid, maintaining, statute, football, speaking, understand, couple, found, places, called, man, needed, appearance, house, near, soldiers, story, flawless, sentence, Canadian, secretary, worthwhile, exploration, lisp, culture, lucky, college, tried.

If the foregoing list is used as substitute words the instructor may wish to scramble the order of the sentences, retaining the indicated number of the sentence.

### EXERCISE 9

The next list of 75 sentences, basic to Listening Practice 9, are questions that call for factual answers from the listeners. Some of the questions relate to a knowledge of the English language, some to the United States, and some to general information. The instructor may wish to scramble the order of the sentences before recording them. Each question can be read two times at five-second intervals.

1. What is the largest city in the United States? 2. Does a fish swim in water or snow? 3. What number comes between 24 and

26? 4. What color is coal? 5. How many legs does a dog have? 6. Does a cow give milk or beer? 7. What letter comes between D and F? 8. What is the capitol of Russia? 9. How many feet are there in a yard? 10. Are windows made of brick or glass? 11. Who is buried in Lincoln's tomb? 12. What is the color of grass? 13. What letter comes after G? 14. How many wings are there on a frog? 15. Does wool come from sheep or rose bushes? 16. What is the name of a city in France? 17. What number comes after 34? 18. Does May follow August or April? 19. Is a quarter equal to 18 cents or 25 cents? 20. Are cigarettes made of tobacco or bananas? 21. What is the color of a polar bear? 22. Does a camel lay eggs? 23. What is the capitol of the United States? 24. Does rain consist of water or rocks? 25. What letter comes between N and P? 26. How many ears are there on a goat? 27. Is a foot equal to 15 inches or 12 inches? 28. Do we put gravy on ice cream or potatoes? 29. Does February follow January or July? 30. Does a train travel on water? 31. Is Mexico north or south of the United States? 32. What color is an orange? 33. Would we clean a carpet with a lawn mower or a vacuum cleaner? 34. What day comes after Friday? 35. Which is larger, a quarter or a dime? 36. Do men shave with scissors or a razor? 37. In what country do we find London? 38. What letter comes after R? 39. Do we wear gloves on our feet or on our hands? 40. Do airplanes fly under water? 41. Which uses ink, a pencil or a pen? 42. How many pennies are in a dollar? 43. Is candy made of sugar or gasoline? 44. Is it true that football is played in a stadium? 45. What month comes after October? 46. Do we brush our teeth with tooth paste or with cement? 47. Which has feathers, a chicken or a horse? 48. Do we find Rome in Italy or in France? 49. Are tomatoes blue or red? 50. Who is the President of the United States? 51. What letter comes between X and Z? 52. Are elephants found on a street car or in a zoo? 53. Is a television set larger or smaller than a watch? 54. Do we eat breakfast in the evening or in the morning? 55. What number comes between 67 and 69? 56. Are stars seen during the day or at night? 57. Does corn grow on trees? 58. Is Hawaii in the Atlantic or Pacific ocean? 59. What color is a polar bear? 60. How many months are there in a year? 61. Do we season food with salt or diamonds? 62. Is a book heavier or lighter than a desk? 63. Do

we wash clothes in a book case? 64. Is it true that airplanes fly faster than sound travels? 65. Does a red light mean stop or go? 66. How many eggs are there in a dozen? 67. Are phonograph records black or white? 68. The word "Ohio" begins with what letter? 69. Is food cooked on a stove or on a sink? 70. Are automobile tires made partly of rubber? 71. Are beans a vegetable or a fruit? 72. Do we usually play baseball in a tent? 73. How many days are there in a week? 74. Is Alaska in Europe or in North America? 75. Is a baby younger or older than a man?

### EXERCISES 10 AND 11

The 75 sentences of Listening Practices 10 and 11 require aural discrimination. The sentences can be read two times with the instructor using either of the alternative wordings in each recording. The sentences can also be used for class drill.

### EXERCISE 12

Listening Practice 12 is an exercise in detecting a discrepancy between an oral and a written sentence and a discrepancy between two versions that are heard. The exercise also provides the student a chance to become familiar with 75 relatively common maxims, proverbs, and quotations. To the extent that the essences of these sayings are duplicated in the language of the students' culture he will find helpful bridges to span the moat between two languages. A sentence can be read (recorded) one time as it is written in Exercise 12 and then read with one word changed. The instructor may wish to use some of the following words as substitutes:

Little, sad, she, brush, rats, glistens, ninety, grass, until, bucket, horse, think, get, breeches, small, nobody, beget, gather, kettle, cow's, mammal's, is fine, seldom, information, father, private, oil, slowly, keep, on, train, sack, causes, way, leave, faster, some, heating, soothes, only, bring, wild, deaf, him, a navy, save, but, lungs, none, has, hog, friction, spear, thrice, road, crumbs, nice, breath, trouble, silly, meter, saved, himself, he'll, ashes, box, seamen-seaman, gold, none, taper, tardy, glance, robin-spring, steel-Birmingham, hen, Chicago.

**EXERCISES 13 AND 14.**

Listening Practices 13 and 14 provide opportunities to follow directions, identify numerals and letters, and answer questions. The student is also introduced to an American mail-order catalogue, considered by many persons and agencies to be a source book of American living. The following script is only an example, since the instructor will have to prepare one from an available catalogue. A satisfactory schedule is (a) repeat each sentence immediately, (b) pause 15 seconds for locating a page, (c) pause seven seconds for finding the item number, and (d) pause five seconds for the response.

1. Turn to page 187. In what color is the coat number 017 G 3706 available? 2. In what size range is coat number 017 G 3710 available? 3. How much must one pay as a down payment and how much per month to get one of these coats on the installment plan? 4. Turn to page 311. What would be the price of ring number 4G 02509E with a  $\frac{3}{4}$  carat diamond? 5. In what kinds of precious metal is ring number 4G 2505E available? 6. Turn to page 325. The hair dryer number 34G 8323 has been reduced in price. What was the former price, and what is the price now? 7. How many styles of electric heating pads are available? 8. Turn to page 414. Find the pair of slippers number 15G 3704. In what material are these slippers available? 9. Find the pair of slippers number 15G 3800. What is the price of these slippers? 10. Turn to page 506. Find the pair of trousers number 45G 3307. What is the shipping weight? 11. Find the pair of trousers number 45G 3094. Of what material are these trousers made? 12. Turn to page 610. Find the camera number 3G 0675 MT. What is the brand name of this camera? 13. Find the article numbered 3G 8393M. What is this article? 14. Find the flash unit number 3G 6274M. What is the price of this unit? 15. Turn to page 671. Find the cotton flannel material number 36G 4260. The price has been reduced on this material. What was the old price? What is the new? 16. Find the artificial leather number 36G 8298. What is the material of which this artificial leather is made? 17. Turn to page 810. Find the lamp number 35G 08106 L. In what colors is this lamp available? 18. Find lamp number 35G 8211. Of what kind of glass is the lamp made? 19. Find the lamp



number 35G T8118. What is the shipping weight of this lamp?

1. Find the coat number 017K 4106. In what color is this coat available? 2. Find the coat number 017K 4105. In what sizes is this coat available? 3. Find coat number 017 4101. What is the price of this coat? 4. Find the shoes number 15 K 1109. What is the price of these shoes? 5. Find the shoes number 15 K 1107. Of what leather are they made? 6. Find the shoes number 15 K 1111. In what color are these shoes available? 7. Turn to page 417. Find the trousers number 41K 7267. Of what material are they made? 8. If you wanted a pair of trousers similar to these, but in a gray color, what would be the order number? 9. How much would a jacket to match these trousers cost? 10. Turn to page 487. Find the travel kits. How many styles of travel kits are available? 11. Find the wardrobe bag number 6K 09301 LE. In what two colors is this available? 12. Find the brief case number 6K 9653 E. What are the dimensions? 13. Look at the top of the page. If you weigh between 150-190 pounds, what grade of firmness will you require in a mattress? 14. Find the 1054 coil mattress and box-spring. How much down-payment is required to buy this set on the installment plan? 15. Turn to pages 810-811. What is the brand name for the refrigerators? 16. Find the refrigerator number 46K M5130 W. What is its capacity? 17. What is the difference between this refrigerator and 46 K M5131 W? 18. Turn to pages 940-941. What is the brand name of the tires? 19. Find the tires called *traction treads*. What is the weight of a tire that is described as 7.00-15. 6-ply? 20. How much down-payment is required?

### EXERCISE 15

The following pairs of l-r contrast words should be scrambled, at least in terms of the r-l, l-r order. Pairs can be read at five-second intervals. A number of exercises can be extracted from these pairs of words for use with students for whom this contrast has not been phonemic. (Similar lists of contrasting pairs of words that illustrate other pairs of English phonemes can be readily assembled.)

1. cloud - crowd
2. climb - crime
3. fly - fry
4. blaze - braise
5. plants - prance
6. flutter - fritter
7. clam - cram
8. clue - crew
9. ply - pry
10. bleach - breech
11. blot - brought
12. plod - prod
13. plied - pride
14. glad - grad
15. bleed - breed
16. bled - bread
17. class - crass
18. blight - bright
19. claw - crawl
20. glass - grass
21. glamour - grammar
22. glean - green
23. flesh - fresh
24. clutch - crutch
25. Clyde - cried
26. cloak - croak
27. ~~click~~ - crick
28. cleat - Crete
29. clash - crash
30. play - pray
31. clank - crank
32. glaze - graze
33. gland - grand
34. gloom - groom
35. plate - prate
36. plop - prop
37. plow - prow
38. flight - fright
39. flame - frame
40. flea - free
41. lead - red
42. lush - rush
43. leap - reap
44. long - wrong
45. load - road
46. lie - rye
47. late - rate
48. lake - rake
49. lap - rap
50. loot - root
51. leer - rear
52. lamp - ramp
53. lift - rift
54. Lee - Rhee
55. limb - rim
56. lope - rope
57. lob - rob
58. lace - race
59. ~~lack~~ - rack
60. lag - rag
61. lamb - ram
62. lavish - ravish
63. lank - rank
64. lane - rain (reign or rein)
65. ~~lore~~ - roar
66. law - raw
67. lay - ray
68. ~~lead~~ - read
69. lubber - rubber
70. lath - wrath
71. leaf - reef
72. leech - reach
73. lowered - roared
74. legal - regal
75. lent - rent
76. let - ret



- |                   |                    |
|-------------------|--------------------|
| 77. liver - river | 89. look - rook    |
| 78. lewd - rude   | 90. lot - rot      |
| 79. lice - rice   | 91. lout - route   |
| 80. lid - rid     | 92. low - row      |
| 81. light - right | 93. laughed - raft |
| 82. lime - rhyme  | 94. lug - rug      |
| 83. link - rink   | 95. lump - rump    |
| 84. lip - rip     | 96. lumen - rumen  |
| 85. list - wrist  | 97. lung - rung    |
| 86. lock - rock   | 98. lust - rust    |
| 87. lobe - robe   | 99. loosed - roost |
| 88. lone - roan   | 100. Lum - rum     |

## APPENDIX III

### Additional Lists of Words for Phonetic and Phonemic Practice, Arranged in the Manner of Similar Exercises, above.

#### PRACTICE 1

- a. he, hay, haw, hoe, who, high, how, hew; stew, stay, sty; vie, V, view, vow.
- b. base, bass (2), bus, Bess; deem, dim, dame, dam, dumb, dome, doom, dime; fake, folk; freed, frayed, Fred, fraud, fried, Freud; gape, gap; grief, graph, gruff; whole, heal, he'll hail, hell; Jill, jail, jowl, gill; keep, cape, cap, cop, cup, cope; cloy, close, clues, clause; lead (2); laugh, loaf, life; Midge, madge; knoll, kneel, nil, nail, Nell, null, Nile, Neal; peep, pip, pep, pap, pop, pup, pope, poop, pipe; prayed, prod, prude, pride, proud; rick, rake, wreck, rock, rack, rook, Reich, wreak; sag, sog; skiff, scoff, scuff; squish, squash; speak, spoke, speck, spake, spook, spike; stick, stake, stack, stock, stuck, stoke, steak; street, straight, strut; she'll, shill, shale, shell, shall, shawl, shoal; tag, tog, tug; trim, tram; those, these; wean, win, wane, Wayne, won, wine; yen, yawn.
- c. check, chair, chess; drill, drip; full, foot; guess, get; grieve, greed, grief, Greek, green, Greece, greet; had, half, hack, Hal, ham, hat, have, has; jawed, jaws; quake, quail; cloak, close (2), clothe, clove; lob, lodge, lock, loll, Lon, lot; mode, mole, moan, mope, moat, mauve, mows; peach, peak, peal, peep, piece, peat, peeve, peas; read (2), reef, reek, real, ream, reap, wreath, wreath; squeak, squeal, squeeze; sprig, spring; sled, sledge; strong, straws; stowed, stoke, stole, stone, store, stows; smile, smite; shed, chef, shell, share; trade, trail, train, trace, trait, trays; tried, tribe, trite; twine, twice; vogue, vote; wide, wife, wile, wine, wipe, wire, wise.

**PRACTICE 2**

- a. gee, jay, joy, Jew, Joe, jaw; stray, strew, straw; we, way, Y, wow, woe, woo.
- b. beat, bit, bait, bet, bat, bought, but, boat, bite, boot; dean, din, Dane, Dan, den, Don, dawn, down, done, dune, dine; fill, fell, fall, fail, foal, full, fool, file, fowl, foil, fuel; freak, frock; gear, gore; grill, grail, gruel, growl; Hal, hall, hull, hale, who'll, heil, hawl, Hoyle; gem, jam, Jim; care, car, core, cure; crib, crab; leg, lag, log, lug; meek, make, Mac, mock, muck, Mike, Mack; name, numb, gnome; peer, poor, pair, par, pour, pyre, pure; real, rail, role, rule, rile; siege, sage; skill, scale, skull, school, scowl; squat, squirt; smog, smug; spill, spell, spool, spoil; steal, still, stale, stall, stole, stool, style; strove, strive; shim, shame, sham; teak, tick, take, tack, tock, talk, tuck, Turk, took; trip, trap, trope, troop, tripe; viewed, vied, vowed, void; weep, wipe.
- c. chap, chat, chaff; food, fool; grid, grill, grim, grin, grip, grit; hog, hock, hop, hot; Jud, jug, judge, jut; croak, chrome, crows; laud, lawn, loss, laws; mood, moon, moose, moor, moos; plead, pleat, please; pub, puff, pug, pudge, puck, pun, pup, pus, putt; rib, rich, rid, riff, rig, ridge, rick, rim, ring, rip, rear, writ; sleek, sleep, sleet, sleeve; stitch, stiff, stick, still, sting; sped, speck, spell; sob, sod, psalm, sop; swore, swath; strode, stroke, stroll, strove; snide, snipe; shack, shall, sham; Ted, tell, ten, tear (2); town, tout; vied, vile, vine, vice, vies; while, white, whys.

**PRACTICE 3**

- a. key, K, coup, Q, cow, coy, caw; she, shay, shoe, show, shy, pshaw; you, ye, yaw, yea.
- b. bleed, bled, blood, blowed, blued; deep, dip, dope, dupe; fame, foam, fume; frill, frail; geese, guess, gas, Gus, goose; grim, gram, groom, grime; him, hame, hem, ham, hum, home, whom; join, Jean, gin, Jane, Jan, John, Joan, June; kiss, case, Cass, cuss; creed, crowed, crude, cried, crowd; liege, ledge, lodge; meal, mail, Mel, maul, mull, mole, mile, mule, mall,

mill; none, Nan, known, noon, nine, noun; piece, pace, pass, puss; prig, Prague; ream, rim, ram, rum, roam, Rome, room, rime; seek, sick, sack, sock, suck, soak; scheme, skim, scum; squeeze, squaws; smack, smock, smoke; steam, stem; strays, straws; sheen, shin, shun, shine, shown; til, tell, tall, toll, tool, tile, toil; trace, truce, truss, trice; vague, vogue; we're, ware, war, wore, wire; year, yore, your.

- c. chock, chop; fife, file, fine, fire, fight, five; gob, God, got, Goth; grave, graze, grade, grail, grain, grape, grace, great; hawk, hall; joke, Joan, jove, Joes; luck, lug, lull, Lum, love; Mike, mile, mine, mire, mice, mite; plug, pluck, plum, plus, plush; raid, rage, rake, rail, rain, range, rape, race, rate, wraith, rave, raise; sneak, sneeze; stead, stem, step; Scotch, scop, Scot; suck, some, son, sung; spied, spike, spine, spire, spice, spite, spies; shod, shock, shop, shot; tread, tress; toyed, toil, toys; vouch, vowed, vows; wowed, wows.

#### PRACTICE 4

- a. clay, claw, clue; tea, toe, two, toy; Z, zoo.
- b. breed, broad, brayed, bred, brood, bride; brick, break, broke, brook; dear, dare, door, dour, dire; feign, fan, fawn, fun, phone, fine; frame, from; gut, get, got, goat, gout, gate; grown, green, grin, grain, groin; hen, Hun, hone, hewn; jeep, gip; jeer, jar; kite, cute, kit, Kate, cat, cot, caught, cut, coat; creak, crack, crock, croak, crook; leak, lick, lake, lack, lock, luck, look, like; maim, ma'am, mom, mum; nip, nape, nap; peat, pit, pet, pat, pot, putt, put, pout; rain, wren, ran, Ron, run, roan, rind; seal, sill, sail, sell, soul, soil; skin, skein, scan; slab, slob; smell, small, smile; spin, Spain, span, spawn, spun, spoon, spine; stain, stun, stone, Stein, Stan; sheep, ship, shape, shop; team, tame, Tom, tome, tomb, time; treat, trait, trot, trite, trout; veal, vile; wish, wash; yes, use.
- c. chuck, chug; feud, fuel, fume, fuze; gauze, gawk, Gaul, gone, gong, golf; grad, grab, graph, gram, grass; hub, hung, hug, hull, hum, Hun, hut, hush; Jude, juke, June, juice, jute, Jews; could, cook; cooed, cool, coop, couth, coos; lobe, load, loan,

lope, loath, loathe, lows, lore; mowed, mouse, mouth, mows;  
poach, poke, pole, Pope, pose; wretch, red, wreck, wren;  
speech, speed, speak; strict, string, strip; squab, squad, squash,  
squat; scuff, skull, scum; sued, soon, soup, suit, sooth, soothe,  
sues; shun, shush, shut; shrub, shrug; tab, tag, tack, tan, tang,  
tap; thief, theme, thief; void, voice.

### ADDITIONAL EXERCISES

Several exercises in Part I suggest that the student listen to recorded newscasts. Two special precautions are in order. First, if the instructor makes several records on the same day he will get several versions of the same events and the students will get a false notion of the importance of these events. Second, American newscasters are not reporting with the foreign student in mind. He, in turn, may be offended if criticism of his country is made available—and required listening—for the students of “all” countries.

## APPENDIX IV

**A**DDITIONAL practice in sustained discourse. "Acres of Diamonds" by Russell H. Conwell presents a series of illustrations around a central theme. The style is informal for public address and much of the speech appears to be conversational.

### ACRES OF DIAMONDS

by

RUSSELL H. CONWELL

1. Ladies and Gentlemen: The title of this lecture originated away back in 1869. I was going down the Tigris River, and we had hired a guide from Bagdad to show us down to the Arabian Gulf. That guide whom we employed resembled the barbers we find in America. That is, he resembled them in certain mental characteristics. He thought it not only his duty to guide us down the river, but also to entertain us with stories; curious and wierd, ancient and modern, strange and familiar; many of them I have forgotten, and I am glad I have. But there was one which I recall tonight. The guide grew irritable over my lack of appreciation, and as he led my camel by the halter, he introduced his story by saying: "This is a tale I reserve for my particular friends." So I then gave him my close attention. He told me that there once lived near the shore of the River Indus, toward which we were then traveling, an ancient Persian by the name of Al Hafed. He said that Al Hafed owned a farm, with orchards, grain fields and gardens, that he had money at interest, and had a beautiful wife and lovely children, and was a contented and happy man. Contented because he was wealthy, and wealthy because he was contented.

One day there visited this old Persian farmer one of those ancient Buddhist priests, one of the wise men of the East, who sat down by Al Hafed's fireside and told the old farmer how this world was made. He told him that the world was once a great bank of fog, and the Almighty thrust his finger into this bank of fog, and began slowly to move his finger around, and then increased the speed of his finger until he whirled this bank of fog into a solid bank of fire; and as it went rolling through the Universe burning its way through other banks of fog, it condensed the moisture until it fell in floods of rain on the heated surface of the world, and cooled the outward crust. Then the internal fires, bursting the cooling crust, threw up the mountains and the hills, and the valleys of this wonderful world of ours.

"And," said the old priest, "as this internal melted mass burst forth and cooled very quickly it became granite; as it cooled more slowly it became copper, as it cooled less quickly, silver, less quickly, gold and after gold, diamonds were made." Said the old priest, "A diamond is a congealed drop of sunlight." The statement is literally true.

2. And the old priest said another very curious thing. He said that a diamond was the last and the highest of God's mineral creations, as a woman is the last and highest of God's animal creations. That is the reason, I suppose, why the two have such a liking for each other.

The old priest told Al Hafed if he had a diamond the size of his thumb he could purchase a dozen farms like his. "And," said the priest, "if you had a handful of diamonds you could purchase the country, and if you had a mine of diamonds you could purchase kingdoms and place your children upon thrones through the influence of your great wealth."

Al Hafed heard all about diamonds that night and went to bed a poor man. He wanted a whole mine of diamonds. Early in the morning he sought the priest and awoke him. Al Hafed said, "Will you tell me where I can find diamonds?"

The priest said, "Diamonds, what do you want of diamonds?"

Said Al Hafed, "I want to be immensely rich."

"Well," said the priest, "if you want diamonds, all you have to do is to go and find them, and then you will have them."



"But," said Al Hafed, "I don't know where to go."

"If you will find a river that runs over white sands between high mountains, in those white sands you will always find diamonds," said the priest.

"But," asked Al Hafed, "do you believe there is such a river?"

"Plenty of them; all you have to do is just go where they are."

"Well," said Al Hafed, "I will go."

So he sold his farm, collected his money that was at interest, left his family in charge of a neighbor, and away he went in search of diamonds. He began his search very properly, to my mind, at the Mountains of the Moon. Afterwards he came around into Palestine, and then wandered on into Europe. At last when his money was all gone and he was in rags, poverty and wretchedness, he stood at the shore in Barcelona in Spain, when a great tidal wave swept through the Pillars of Hercules. And the poor, starving, afflicted stranger could not resist the temptation to cast himself into that incoming tide, and he sank beneath its foaming crest never to rise again in this life.

3. The man who purchased Al Hafed's farm led his camel out into the garden to drink, and as the animal put his nose into the shallow waters of the garden brook Al Hafed's successor noted a curious flash of light from the white sands of the stream. Reaching in, he pulled out a large black stone containing a strange eye of light. He took it into the house as a curious pebble and putting in on the mantle that covered the central fire went his way and forgot all about it. But not long after, that same old priest came to visit Al Hafed's successor. The moment he opened the door he noticed the flash of light. He rushed to the mantle and said:

"Here is a diamond! Has Al Hafed returned?"

"O no, Al Hafed has not returned, and we have not heard from him since he went away, and that is not a diamond. It is nothing but a stone we found out in our garden."

"But," said the priest, "I know a diamond when I see it, and I tell you that is a diamond." Then together they rushed out into the garden. They stirred up the white sands with their fingers, and there came up other more beautiful, more valuable gems than the first.

"Thus," said the guide, and, friends, it is historically true, "were discovered the diamond mines of Golconda, the most valuable diamond mines in the history of the ancient world."

Well, when the guide had added the second chapter to his story, he took off his Turkish red cap and swung it in the air to call my special attention to the moral; those Arab guides always have morals to their stories, though the stories are not always moral. He said to me:

"Had Al Hafed remained at home and dug in his own cellar or underneath his own wheatfield, instead of wretchedness, starvation, poverty and death in a strange land, he would have had acres of diamonds."

ACRES OF DIAMONDS! For every acre of the old farm, yes, every shovelful, afterwards revealed the gems that have since decorated the crowns of monarchs.

When the old guide had added the moral to his story, I saw why he reserved it for his *particular friends*. But I didn't tell him that I could see it. It was that mean old Arab's way of going around a thing, like a lawyer, and saying indirectly what he didn't dare say directly, that in his private opinion there was a certain young man traveling down the Tigris River who might better be at home in America.

4. Professor Agassiz, the great geologist of Harvard University, that magnificent scholar, told at the Summer School of Mineralogy that there once lived in Pennsylvania a man who owned a farm. And he did with his farm just what I should do if I owned a farm in Pennsylvania; he sold it. But before he sold it he decided to secure employment collecting coal oil. He wrote to his cousin in Canada that he would like to go into that business. His cousin wrote back to him: "I cannot engage you because you do not understand the oil business." "Then," said he, "I will understand it." And with commendable zeal he set himself at the study of the whole theory of the coal oil subject. He began away back at the second day of God's creation. He found there was once another sun that shone on this world, and that then there were immense forests of vegetation. He found that the other sun was put out, and this world after a time fell into the wake of the present sun.

It was then locked in blocks of ice. Then there rose mighty ice-burgs that human imagination cannot grasp. And as those mountains of ice did ride these stormy seas they beat down the original vegetation which has since been turned, by chemical action, to the primitive beds of coal, in connection with which only is found coal oil in paying quantities.

So he found out where oil originated, he studied it until he knew what it looked like, what it smelled like, how to refine it, and where to sell it.

"Now," said he to his cousin in a letter, "I know all about the oil business." His cousin replied to him to come on. So he sold his farm in Pennsylvania for \$833—even money, no cents.

After he had gone from the farm, the farmer who had purchased his place went out to arrange for watering the cattle. And he found that the previous owner had already arranged for that matter. There was a stream running down the hillside back of the barn; and across that stream, from bank to bank, the previous owner had put in a plank edgewise at a slight angle for the purpose of throwing over to one side of the brook a dreadful looking scum through which the cattle would not put their noses, although they would drink on this side below the plank. Thus that man who had gone to Canada and who had studied all about the oil business and been himself damming back for twenty-three years a flood of coal oil which the state geologist said, in 1870, was worth to our state a hundred millions of dollars. A hundred millions! The city of Titusville stands bodily on that farm now. And yet, though he knew all about the theory, he sold the farm for \$833. Again I say, *no sense*.

5. I need another illustration. I find it in Massachusetts. A young man went down to Yale College to study mines and mining. He became such an adept in mineralogy that during his senior year they paid him as a tutor fifteen dollars a week for the spare time in which he taught. When he graduated they raised his pay to forty-five dollars a week and offered him a professorship. As soon as they did that he went home to his mother. If they had raised his salary to fifteen dollars and sixty cents then he would have stayed. But when they made it forty-five dollars a week he

said: "I won't work for forty-five dollars a week; the idea of a man with a brain like mine working for forty-five dollars a week! Let us go out to California and stake out gold and silver and copper claims and be rich."

Said his mother: "Now Charlie, it is just as well to be happy as to be rich."

"Yes," he said, "but it is just as well to be rich and happy, too."

They were both right about it, and as he was the only son and she was a widow, of course he had his way. They always do. So they sold out in Massachusetts and went, not to California, but to Wisconsin. And there he entered the employ of the Superior Copper Mining Co. at fifteen dollars a week again, but with the proviso that he should have an interest in any mines he should discover for the company. I don't believe he ever discovered a mine there. But I do know that he had scarcely gone from Massachusetts before the farmer who had purchased his farm was bringing a large basket of potatoes in through the gateway. You know in Massachusetts our farms are almost entirely stone walls, and the farmers have to be very economical with their gateways in order to have some place to put the stones. Hence the basket hugged very close in the gate, and he dragged it on one side and then on the other; and as he was pulling that basket through the gateway the farmer noticed in the upper and outer corner of that stone wall next to the gate a block of native silver eight inches square. And this professor of mines and mining and mineralogy who would not work for forty-five dollars a week because he knew so much about the subject, when he sold that homestead sat on that very stone to make the bargain. He was born on that very farm, and they told me that he had gone by that piece of silver and rubbed it with his sleeve until it reflected his countenance and seemed to say to him: "Here, take me! Here is a hundred thousand dollars right down here in the rocks just for the taking!" But he wouldn't take it. This was in Newburyport, Massachusetts. He wouldn't believe in silver at home. He said: "There is no silver in Newburyport; it is all away off—well, I don't know where." And he didn't! But somewhere else. And he was a Professor of Mineralogy. I don't know anything I would better enjoy than

taking the whole time telling of blunders like this which I have heard professors have made.

6. Yet nearly every person will say: "I never had any acres of diamonds, or any gold mines or any silver mines." But I say to you that you did have silver mines and gold mines and acres of diamonds, and you have them now. You had an opportunity to be rich; and to some of you it has been a hardship to purchase a ticket for this lecture. Yet you have no right to be poor. It is all wrong. You have no right to be poor. It is your duty to be rich.

"Oh," you will say, "Mr. Conwell, can you, as a Christian teacher, tell young people to spend their lives making money?"

Yes, I do. You ought to make money. Money is power, and it ought to be in the hands of good men.

One of my Theological students came to me once to labor with me over my heresy that money is power. He said: "Mr. Conwell, does not the Scripture say that money 'is the root of all evil'?"

I asked him: "Have you been spending your time making a new Bible when you should have been studying theology?"

He said, "That is in the old Bible."

I said, "I would like to have you find it for me; I have never seen it."

He triumphantly brought a Bible and with all the bigoted pride of a narrow sectarian who founds his creed on some misinterpretation of Scripture threw it down before me and said, "There it is; you can read it for yourself."

I said to him: "Young man, you will learn before you get much older that you can't trust another denomination to read the Bible for you. Please read it yourself and remember that 'Emphasis is exegesis'."

So he read, "The *love* of money is the root of all evil."

Indeed it is. The love of money is the root of all evil. The love of the money rather than the love of the good it secures is a dangerous evil in the community. The desire to get hold of money and to hold onto it, hugging the dollar until the eagle squeals, is the root of all evil. But it is a grand ambition for men to have the desire to gain money that they may use for the benefit of their fellow men.



7. Young man, you may never have the opportunity to charge at the head of your nation's troops on some Santiago's heights; young woman, you may never be called on to go out on the seas like Grace Darling to save suffering humanity. But every one of you can earn money honestly, and with that money you can fight the battle of peace; and the victories of peace are always grander than those of war.

I say to you that you ought to be rich.

"Well," you say, "I would like to be rich but I have never had an opportunity. I never had any diamonds about me!"

My friends, you did have an opportunity. And let us see where your mistake was. What business have you been in?

"Oh," some man or woman will say, "I keep a store up on one of these side streets, and I am so far from a great commercial center that I cannot make money."

"Are you poor? How long have you kept that store?"

"Twenty years."

"Twenty years, and not worth five hundred thousand dollars yet? There *is* something the matter—not with the side street, but with you."

"Oh now," you will say, "any person knows you must be in the center of trade if you are going to make money."

The man of common sense will not admit that this is necessarily true at all. If you are keeping that store and you are not making money, it would have been better for the community if they had kicked you out of that store 19 years ago.

It is a crime to go into business and lose money, because it is a curse to the community. No man has a moral right to transact business without profit to himself and others. Unless he lives and lets live, he is not an honest man in business. There are no exceptions to this great rule.

8. When I was young my father kept a country store, and once in a while he left me in charge of that store. Fortunately for him it was not often. One day while I had it in charge, a man came into the door and said: "Do you keep jack-knives?"

"No, we don't keep jack-knives." Then I went off and whistled a tune, and what did I care for that man! Then another came in the same door and said: "Do you keep jack-knives?"

"No, we don't keep jack-knives." And I went off and whistled another tune, and what did I care for that man!

After a few days another man came in that same door and said: "Do you keep jack-knives?"

"No, we don't keep jack-knives. Do you suppose we are keeping this store just for the purpose of supplying the whole neighborhood with jack-knives?"

Do you carry on your business like that? Do you ask what was the difficulty with it? The difficulty was that I had not learned that the foundation principles of business success and of Christianity itself are the same. It is the whole of every man's life to be doing for his fellow men. And he who can do the most for his fellow man is entitled to the greatest reward himself. Not only so saith God's Holy Book, but so saith every man's business common sense. If I had been carrying on my father's store on a Christian plan I would have had a jack-knife for the third man who asked for it.

But you say, "I don't carry on my store like that." If you have not made money you are carrying on your store like that. I come to you tomorrow morning and inquire, "Do you know Mr. A.?"

"Oh yes. He lives up in the next block. He trades here."

"Well, where did he come from when he came here?"

"I don't know."

"Does he own his own house?"

"I don't know."

"What business is he in?"

"I don't know."

"Do his children go to school?"

"I don't know."

"What ticket does he vote? What church does he go to?"

"I don't know, and I don't care."

Do you answer me like that tomorrow morning? Then you are carrying on your business just as I carried on my father's business. You don't know where neighbor A came from and you *don't care*. You don't know what church he goes to and you *don't care*. If you had cared, you would have been a rich man today.

9. Young man, remember if you are going to invest your life or talent or money you must look around and see what people need, and then invest your life or talent or money in that which



they need most. Then will your fortune be made, for they must take care of you. It is a difficult lesson to learn.

One young man will say, "I cannot go into the mercantile business because I have no capital."

Capital! Capital! Capital! is the cry of the dudish generation that cannot see over its own collar. Who are the rich men now? The poor boys of fifty years ago. You know it. If they hadn't been poor then they wouldn't be rich now. The statistics of Massachusetts say, and I presume it holds good in your state, that not one rich man's son in seventeen ever dies rich. I pity the rich man's son. He is not to be praised for his magnificent, palatial home, not to be congratulated on having plenty of money or yachts or carriages or diamonds. Oh no, he is rather to be commiserated. It is often a misfortune to be born the son of a rich man. There are many things a rich man's son cannot know because he is not passing through the school of actual experience.

A young man once asked me, "What is the happiest hour in the history of a man's life?" The answer I gave him was this: The happiest hour of a man's life is when he takes his bride for the first time over the threshold of his own door, into a house which he has earned by his own hands; and as he enters he says to her, "Wife, I earned this house myself." Oh, that is the grandest moment a man can know! He says to her with eloquence of feeling no words of mine can ever touch: "Wife, I earned this home; it is all mine, and I divide it with thee." It is a magnificent moment.

But the rich man's son can never know that moment. He may go into a house that is more beautiful, but as he takes his wife into his mansion he will go all through it and say to her: "My mother gave me that! My mother gave me that! My mother gave me that!" Until his wife wishes she had married his mother! I pity such a man as that.

10. It is said that the elder Vanderbilt, when a boy, went to his father and said, "Father, did you earn all your money?" and the old Commodore said, "I did, I earned every penny of it."

And he did. It is cruel to slander the rich because they have been successful. It is a shame to "look down" on the rich the way we do. They are not scoundrels because they have gotten money.

They have blessed the world. They have gone into great enterprises that have enriched the nation, and the nation has enriched them. It is all wrong for us to accuse a rich man of dishonesty simply because he secured money. Go through this city, and your very best people are among your richest people. Owners of property are always the best citizens.

The elder Vanderbilt went to his father and said, "Did you earn all your money?" And when the Commodore replied that he did the boy said, "Then I shall earn mine."

And he insisted on going to work for three dollars a week. If the rich man's son will go to work like that he will be able to take care of his father's money when the father is gone. If he has the bravery to fight the battle of poverty like the poor boy, then of course he has a double advantage. But as a rule the rich father won't allow his son to work; and as for the mother! Oh, she would think it a social disgrace for her poor weak little lilyfingered sissy sort of a boy to earn his living with honest toil. And so I say it is not capital you want. It is not copper cents, but common sense.

Let me illustrate again. A. T. Stewart had a dollar and fifty cents to begin life on. That was, of course, before he was a school teacher. He lost eighty-seven cents on his first venture. How did he lose it? He lost it because he purchased some needles, thread and buttons to sell which people didn't want. And he said, "I will never do that again." Then he went around first to the doors of the houses and asked the people what they did want. Then when he found out what they wanted he invested his sixty-three cents and supplied the known demand.

Why does one merchant go beyond another? Why does one manufacturer outsell another? It is simply because that one has found out what people want, and does not waste his money buying things they do not need. That is the whole of it. And A. T. Stewart said: "I am not going to buy things people do not want. I will take an interest in people and study their needs." And he pursued that until he was worth forty millions of dollars.

11. But a better illustration was John Jacob Astor, the elder. They say that he had a mortgage on a millinery store. I never reach this point without thinking that the ladies will say: "Fools

rush in where angels fear to tread.” But John Jacob Astor had a mortgage on a millinery store, and foreclosed the mortgage and went into business with the people who had failed on his hands. After he entered into partnership he went out and sat down on a bench in the park. What was the successful merchant doing out there, in partnership with the people who had just failed on his hands? Ah, my friends, he had the most important, and, to my mind the pleasantest part of that partnership. He was out there watching the ladies as they went by,—and where is the man who would not get rich at that business! As he sat upon the bench, if a lady passed with her shoulders thrown back and her head up, and looking straight to the front, as though she didn’t care if all the world did gaze upon her, then John Jacob Astor studied the bonnet she wore; and before it was out of sight, he knew the shape of the frame, the curl of the lace, the crimp of the feathers, and lots of intricate things that go into a bonnet which I cannot describe. Then he went to his millinery store and said: “Now put into the show window just such a bonnet as I describe to you, for I have just seen a real lady who likes just such a bonnet.” Then he went out and sat down again. Another lady, with another form and complexion came, and of course she wore another style of bonnet. He then went back and described that and had that put into the window. He didn’t fill his show window full of hats to drive people away, and then sit down in the back of the store and bawl because people went somewhere else to trade. He didn’t have a hat or a bonnet that some lady didn’t like. That has since been the wealthiest millinery firm on the face of the earth. There has been taken out of the business seventeen million dollars and over, by partners who have retired. Yet not a dollar of capital have they ever put into that business except what they turned in from their profits to use as capital. Now John Jacob Astor made the fortune of that millinery firm, not lending them money, but by finding out what the ladies liked for bonnets before they wasted any material in making them up. Now if a man can foresee the millinery business, he can foresee anything under heaven.

12. I want to illustrate again. There was a man in Hingham, Massachusetts, who was a carpenter and out of work. He sat around the stove until his wife told him to go out doors, and he

did—what every man in Massachusetts is compelled to do by law—he obeyed his wife. He went out and sat down on the shore of the bay and he whittled out an oak shingle into a wooden chain. His children, that evening, quarreled over it, so he whittled another to keep peace in the family. While he was whittling the second toy a neighbor came in and said to him: “Why don’t you whittle toys and sell them? You can make money.” The carpenter said: “I could not whittle toys, and if I could do it I would not know what to make.” There is the whole thing. It is to know what to make. It is the secret of life everywhere. You may take it in the ministry; you may take it in professional life or anywhere on earth; the whole thing is what to make of yourself for other people. What to make is the great difficulty.

He said he would not know what to make. His neighbor said to him with good New England common sense: “Why don’t you ask your own children what to make?”

“Oh,” said he, “my children are different from other people’s children.”

I used to see people like that when I taught school. But he consulted his children later and whittled toys to please them, and found that the other people’s children wanted the same thing. He called his children right around his feet and whittled out of fire wood the Hingham tops, the wooden shovels, the wooden buckets and such things. And when his children were especially pleased he then made copies to sell. He began to get a little capital of his own earning, and secured a foot lathe, and then secured a room, then hired a factory, and then hired power, and so he went on. The last law case I ever tried in my life was in the U.S. Court Room at Boston, and this very Hingham man who had whittled those toys stood upon the stand. He was the last man I ever cross-examined. Then I left the law and went into the ministry; left practicing entirely and went to preaching exclusively. But I said to this man as he stood upon the stand: “When did you begin to whittle those toys?”

He said, “In 1870.”

Said I, “In these seven years, how much have those toys become worth?”

He answered, "Do you mean the taxable value, or the estimated value?"

I said, "Tell his Honor the taxable value, that there may be no question about it."

He answered from the witness stand, under oath, "Seventy-eight thousand dollars."

13. *But our wealth is too near.* I was speaking in New Britain, Conn., on this very subject; there sat five or six rows from me a lady. I noticed the lady at the time from the color of her bonnet. I said to them what I say to you now, "Your wealth is too near to you, you are looking right over it." She went home after the lecture and tried to take off her collar. The button stuck in the button-hole; she twisted and tugged and pulled, and finally broke it out of the button-hole and threw it away. She said, "I wonder why they don't make decent collar buttons."

Her husband said to her, "After what Conwell said tonight, why don't you get up a collar-button yourself? Did he not say that if you need anything other people need it? So if you need a collar button there are millions of people needing it. Get up a collar button and get rich. *Wherever there is a need there is a fortune.*"

Then she made up her mind to do it, and when a woman makes up her mind and doesn't say anything about it, she does it. She had to look over it. It was right under her chin, and it is just as near to you.

14. In East Brookfield, Mass., there was a shoemaker out of work. His wife drove him out of doors with a mop stick, because she wanted to mop around the stove. He went out and sat down on an ash barrel in the back yard. Close by that ash barrel ran a little mountain stream. As he sat on that ash barrel, he looked down into the stream. And he saw a trout go flashing up the stream and hiding under the bank. He leaped down and caught up the fish in his hands and took him into the house. His wife sent it to a friend in Worcester. The friend wrote back that they would give five dollars for another such trout, and the shoemaker and his wife immediately started out to find one. They went up and down the stream, but not another trout was to be found. Then they went to the preacher. But that is not half as foolish as some



other things young people go to a preacher for. That preacher could not explain why they could not find another trout, but he was true to his profession, he pointed the way. He said, "Secure Seth Green's book on the culture of trout and it will give you the information you need." They got the book and found that if they started with a pair of trout, a trout would lay 3,600 eggs every year and that every trout would grow an ounce the first year and a quarter of a pound every succeeding year. So that in four years a man could secure from two trout, four tons per annum to sell. They said, "Oh, we don't believe such a great story as that, but if we could raise a few and sell them for five dollars apiece we might make money. So they purchased two little trout and put them in the stream, with a coal sifter down stream and a window screen up stream to keep the trout in. Afterwards they moved to the banks of the Connecticut River, and afterwards to the Hudson, and one of them has been on the U.S. Fish Commission and had a large share in the preparation for the World's Fair in 1900 in Paris. But he sat that day on that ash barrel in the back yard right by his acres of diamonds. But he didn't see them. He had not seen his fortune, although he had lived there for twenty-three years, until his wife drove him out there with a mop stick. It may be that you will not find your wealth until your wife assumes the scepter of power, but nevertheless your wealth is there.

15. But the people who make the greatest mistakes are the farmers. When I could not keep my father's store he set me to work on the farm, knowing that as the ground was nearly all rock I could not do much harm here.

I know by experience that a very ordinary man can be a lawyer. I also know that it does not take a man with a gigantic intellect to be a preacher. It takes a greater man than either to make a successful farmer today. The farmer will be more successful when he gives more attention to what people want, and not so much to what will grow, though he needs to watch both. But now the whole time of most of our farmers is taken up with what will grow.

I was going up through Iowa a while ago, and saw the wheat decaying in the mud, and I said to a farmer: "Why is it that all this grain here is decaying instead of being marketed?"



He answered that it was because of the awful monopoly of the railroads. He didn't use the word "awful," but he used one that he thought was more emphatic. I got into the train and sympathized with the poor farmer.

The conductor came along pretty soon, and I asked him, "How much dividend does this railroad pay on its stock?"

He looked at me and said, "It has not paid any for nine years and it has been in the hands of the receiver most of the time."

Then I changed my mind. If that farmer had raised what the people wanted, not only would he have been rich, but the railroad would have paid interest on its stock.

I was at Evansville, Indiana, and a man drove up in his beautiful carriage and told me, "Eighteen years ago I borrowed two hundred dollars and went into farming. I began the first year to raise wheat, rye and hogs, but the second year I decided to raise what the people wanted, so I plowed the ground over and put in small fruits. Now I own this farm and a great deal more." They told me at the hotel that he owned two-thirds of the stock in the bank of which he was president. He had made his money all because he had planted what people wanted.

16. I asked a class in Minnesota once who were the great inventors, and a girl hopped up and said, "Columbus." Columbus was a great inventor. He married a wife who owned a farm, and he carried it on just as I carried on my father's farm. We took the hoe and went out and sat down on a rock. But as Columbus sat on that rock on the island of Porto Santo, Spain, he was thinking. I was not. That was a great difference. Columbus, as he sat on that rock, held in his hand a hoe-handle. He looked out on the ocean and saw the departing ships apparently sink into the sea and the tops of the masts go down out of sight. Said Columbus, "This world is like a hoe handle: the farther off, the farther down, just like a hoe handle; I can sail around to the East Indies." How clear it all was! Yet how simple the mind! It is the simplest minds that observe the very simplest things, which accomplish the greatest marvels.

I went up into New Hampshire to lecture, and when I came back I said I would never go up into New Hampshire again.

And I said to a relative of mine who was a professor at Harvard: "It was cold all the time I was there, and I shivered so that my teeth shook."

Said he, "Why did you shiver?"

"Because it was cold."

"No, that is not the reason you shivered."

"Well," said I, "Professor, you are a scientific man and I am not, I would like to have an expert, scientific opinion, now, why I shivered."

He arose in his facetious way and said, "Young man, you shivered because you did not know any better! Didn't you have in your pocket a two-cent paper?"

"Yes, I had a *Herald* and a *Journal*."

"That is it: You had them in your pocket. If you had spread one newspaper over your sheet when you went to bed you would have been as warm lying there as the richest man in America under his silk covers. But you shivered because you did not know enough to put a two-cent paper over your bed, and you had the paper in your pocket."

17. It is the power to appreciate the little things that brings success. How many women want divorces, and ought to have them, too. But how many divorces originate like this: a man will hurry home from the factory, and his wife rushes in from the kitchen with the potatoes that have been taken out before they seem to be done, and she puts them on the table for her husband to eat. He chops them up and eats them in a hurry. They go down in hard lumps, he doesn't feel good, he is full of crankiness. He frets and scolds, and perhaps swears, and there is a row in that family right away. And these two hearts that were almost divinely united will separate in Satanic hatred. What is the difficulty? The difficulty is that that lady doesn't know what all these ladies do know, that if with potatoes raised in lime soil she had put in a pinch of salt when she put them in the kettle, she could have brought them forth at the right time ready to laugh themselves to pieces with edible joy. He would have digested them readily, and there would have been love in that family, just for a little piece of salt.

Now I say, it is the appreciation of the little things that makes the great inventors of the world. I read in a newspaper the other day that a woman never invented anything. Of course this didn't refer to gossip, but to machines and improvements. If it had referred to gossip, it would have applied to that newspaper better than to women. Who invented the Jacquard Loom, Mrs. Jacquard. Who invented the sewing machine? A woman, Mrs. Howe, the wife of Elias Howe. If a woman can invent a sewing machine, if a woman can invent a printing roller, if a woman can invent a cotton-gin, we men can invent anything under heaven! I say that to encourage the men. Anyhow our civilization would roll back if we should cross out the great inventions of women, though the patents were often taken out in the names of men.

18. Let me illustrate only once more. Suppose I were to go through this house and shake hands with each of you and say: "Please introduce me to the great men and women in this hall tonight."

You would say, "Great Men! We don't have any here. There are none in this audience. For if you want to find great men you must go to some other part of the world. Great men always come from somewhere else."

How many of your men with vast power to help your city, how many with great genius or great social power, who might enrich and elevate and beautify their own city, are now taking their money and talents and spending them in foreign places instead of benefiting their own people here? Yet here is the place for them to be great. There are as great men here as in any place of its size. But it is so natural for us to say that great men come from afar. They come from London, from Rome and from San Francisco, from New York, or Manayunk or anywhere else. But there are just as great men hearing me speak tonight as there are elsewhere, yet who, because of their simplicity, are not appreciated. "The world knows nothing of its great men," says the philosopher; and it is true. Your neighbor is a great man, and it is time you appreciated it, and if you do not appreciate it now you never will. The only way to be a true patriot is to be a true patriot at home. A man who cannot benefit his own city should never be sent to Washington. Towns and cities are cursed because their own people

talk them down. The man who cannot bless his own community, the place where he lives, should never be called a patriot anywhere else. To these young men I want to utter this cry with all my force. This is the place for you to be great, and here are your great men.

19. But we teach our young people to believe that all the great people are away off. I heard a professor in an Illinois college say, "Nearly all the great men are dead." We don't want him in Philadelphia. They don't want him anywhere. The greatest men are living now, and will only be exceeded by the generations to come and who appreciates this fact will look around him and respect his neighbor. I say tonight that the great men of the world are those who appreciate what is next to them, and the danger to our nation now is that we belittle everything that is at home.

Have you heard the campaign speeches this year? I heard a man at the Academy of Music say that our nation is going to ruin, that the Ship of State is drifting on the rocks and will soon be shattered into ten thousand fragments, and this republic will be no more; that there will be founded an empire, and upon the empire, we will put a throne, and upon the throne will be placed a tyrant, and he with his iron heel will grind the people to dust. It is a lie! Never in the history of God's government of mankind was there a nation stepping upward more certainly, toward all that is grand and beautiful and true, than the American Nation today. Let the politicians say what they will for personal greed, let them declaim with all their powers and try to burden the people, you and I know that whichever way the elections go the nation will not be destroyed. The American people are not dead; it is a living body, this mighty republic, it cannot be killed by a single election. And they that will belittle our nation are not patriots. Let the land be filled with hope. Some will say, "Oh well, the nation is having a hard time." But it is not. The Bible says "It was good for me that I was afflicted." We are getting down to where we can take stock. In the next five years you will see the most flourishing institutions; all through this land there will be a prosperity such as this land never knew before. Whatever the result of the election, don't belittle your nation.

20. A young man says, "There is going to be a great man here when there comes a war. When we get into another conflict with Spain over Cuba, with England over the Monroe Doctrine, or over the Russian boundary, or with New Jersey or some other distant country of the world, then I will sweep up among the glittering bayonets, then I will tear down their flag from the staff, bear it away in triumph, and come home with stars on my shoulder and hold every office in the gift of the nation. Then I will be great!"

Young man, remember greatness does not consist in holding office even in war. The office does not make the man. But alas! We mislead the young in teaching history. If you ask a scholar in school who sank the Merrimac, he will answer "Hobson," and tell seven-eighths of a lie. For eight men sank the Merrimac. Yet where are the women here tonight who have kissed the other seven men?

A young man says, "I was studying the history of the war the other day, and I read about Generals Grant, Meade, Beauregard, Hood, and those great leaders, and they were great."

Did you read anything about their predecessors? There is very little History about them. If the office had made their predecessors great you would never have heard of Grant or Sherman or McClellan. But they were great men intrinsically, not made so by the office. The way we teach history leads the young to think that when people get into office they become great. But it is terribly misleading.

Every great general of the war is credited with many victories he never knew anything about, because they were won by his subordinates. But it is unfair to give the credit to the general who did not know anything about it. I tell you that if the lightning of heaven had struck out of existence every man who wore shoulder straps in our wars, there would have arisen out of the ranks of our private soldiers just as great men to lead the nation on to victory.

21. I will give one more illustration. I don't like to give it, I don't know how I ever fell into the habit. Indeed it was first given at a Grand Army post of which I was a member. I hesitate to give it now.



I close my eyes and I can see my own native hills once more, I can see my mountain home, the Congregational Church and the Town Hall. They are there spread before me with increasing detail as the years fly by. I can see again the crowd that was there in the war time, 1864, dressed in red, white and blue, the flags flying, the band playing. I see a platoon of soldiers who have returned from one term of service and re-enlisted for a second. They are now to be received by the mountain town. Well do I remember the day. I was captain of the company. Although I was only in my teens, I was marching at the head of that company and was puffed out with pride. A cambric needle would have burst me all to pieces. I am sincerely ashamed of the whole thing now. But in the august pride of my youth, I was being received by the town authorities. We marched into the town hall. They seated my soldiers in the middle of the hall and the crowds came in on the right and on the left. Then the town officers filed up on the platform and took their positions in a half circle. The good old mayor of the town, and the Chairman of the Selectmen, sat there in his dignity, with his powerful spectacles. He may have thought that, if he could get into office, that would give him power to do almost anything. He had never held an office before and had never made a speech before. When he had taken his place, he saw me on the front seat, and he came right forward and invited me up on the platform with the Selectmen. Invited me! Why, no town officer ever took notice of me before I went to war. Yet, perhaps I ought not to say that, because one of them, I remember, did once advise a teacher to "whale" me! But I meant no "honorable mention." Now I was on the stand with the Selectmen. They gave me a prominent chair. I sat down and let my sword fall to the floor and waited to be received. Napoleon the 5th! "Pride goeth before destruction"—and it ought!

22. When the Selectmen and the mayor had taken their seats the mayor waited for a while, and then came forward to the table. Oh, that speech! We had supposed he would simply introduce the Congregational minister who usually gave such public addresses. But you should have seen the surprise when this old man began to give the address on this august occasion. He had never



delivered an address before. He thought that the office would make him an orator. But he had forgotten that a man must speak his piece as a boy if he would become an orator as a man. Yet he made a common mistake. So he had written out and learned it by heart. But he brought the manuscript with him, very wisely, and took it out, opened it, and spread it on the table, then adjusted his spectacles that he might see it. Then he walked back and came forward again to deliver that address. He must have studied the idea a great deal, for he assumed an "elocutionary attitude." He "rested heavily on his left heel, slightly advanced his right foot, threw back his shoulders and placed his right foot at an angle of forty-five." As he stood in that elocutionary attitude, this is the way he delivered that speech.

"Fellow citizens"—and then he paused until his fingers and knees shook. He began to swallow, then turned aside to look at his manuscript. "Fellow citizens: we are—we are—we are—we are very happy. We are very happy—we are very happy—we are very happy. We are very happy—to welcome back to their native town—to their native town—to their native town—these soldiers—these soldiers—who fought and died, and—are back again in their native town. We are especially pleased—we are especially pleased—to see with us this young hero—(that meant me)—who in imagination we have seen leading his troops on to the deadly breach. We have seen his shining—we have seen his shining sword—his shining sword—flashing in the sunlight, as he called to his troops 'Come on'!"

23. He was a good old man. But how little he knew about the war. If he had known anything about war at all, he would have known that it is next to a crime for "my shining sword flashing in the sunlight, calling to my troops "Come on"—I never did it! Do you suppose I would go in front of my men to be shot in front by the enemy and in the back by my own men? It is no place for an officer. The place for an officer, in time of danger, is behind the private soldier. It is the private soldier who faces the enemy. Often, as a staff officer, I have ridden down the line before the battle, and as I rode I have given the general's order, "Officers to the rear." And then every officer goes behind the line of private

soldiers, and the higher the officer's rank the farther behind he goes. It is the place for him, for if your officers and generals were killed on the first discharge where would the plan of battle be? How ashamed I was of the whole affair. In actual war such an officer has no right to go ahead of his men. Some of these men had carried that boy across the Carolina rivers. Some of them had given him their last draught of coffee. One of them had leaped in front of him and had his cheek-bone shot away! He had leaped in front of the boy to save his life. Some were not there at all, and the tears flowing from the eyes of the widows and orphans showed that they had gone down for their country. Yet in the good man's speech he scarcely noticed those who had died. The hero of the hour was that boy. We do not know even now where many of those comrades sleep. They went down to death. Sometimes in my dreams I call, "answer me, ye sighing pines of the Carolinas; answer me, ye shining sands of Florida; answer me, ye crags and rocks of Kentucky and Tennessee; where sleep my dead?" But to my call no answer comes: I know not where they sleep, but this I know: they were brave men; they went down before a brave foe, fighting for a cause both believed to be right. Yet the hero of the hour was a boy. He was an officer—they were only private soldiers.

24. As I went through the war, I learned a lesson I will never forget until the bell of time ceases to swing for me, that greatness consists not in holding an office. Greatness really consists in doing great deeds with little means, in the accomplishment of vast purposes, in the private ranks of life, in benefiting one's own neighborhood, in blessing one's own city, the community in which he lives. There, and there only, is the great test of human goodness and human ability. He who waits for an office before he does great and noble deeds must fail altogether.

I learned that lesson then, and henceforth in life I will call no man great simply because he holds an office. Greatness! It is something more than office, something more than fame, more than genius. It is the great-heartedness that encloses those in need, reaches down to those below and lifts them up. May this thought

come to every one of you who hear me tonight, and abide through future years.

I close with the words of Bailey. He was not one of our greatest writers, but after all he was one of our best:

*"We live in deeds, not years  
In feelings, not in figures on a dial,  
In thoughts, not breaths;  
We should count time by heart throbs.  
He lives most who thinks most,—*

And friends, if you forget everything else I say, don't forget these lines: for if you think two thoughts where I think one, you live twice as much as I do in the same length of time,—

*"He most lives who thinks most,  
Who feels the noblest,  
And who acts the best."*

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